

Mufaro's Beautiful Daughters

Written by John Steptoe

Lothrop, Lee & Shepard Books, 1987 ISBN 0-688-04045-4

Literature

Lon Po Po

Written by Ed Young

Putnam Juvenile, 1996 ISBN 0-698-113829

Literature

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

**Listening Comprehension Text for
*Mufaro's Beautiful Daughters***

A Story, A Story

Retold by Gail E. Haley

Aladdin Books, 1970

ISBN 0-689-71201-4

**Listening Comprehension Text for
*Lon Po Po***

Flossie and the Fox

Written by Patricia C. McKissack

Dial Books, 1986

ISBN 0-8037-0250-7

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:
Mufaro's Beautiful Daughters and
Lon Po Po***

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LITERATURE (6 DAY)

Mufaro's Beautiful Daughters

Written by John Steptoe

Listening Comprehension Text

A Story, A Story

Retold by Gail E. Haley

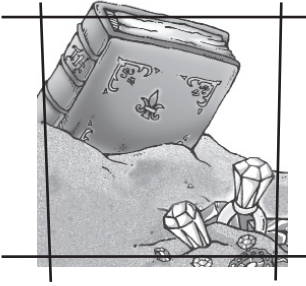
Summary

Mufaro has two beautiful daughters, Manyara and Nyasha. Manyara has a temper and treats her sister poorly, while Nyasha is always sweet and kind. One day, news comes that the king is seeking a new wife. Mufaro cannot choose between his daughters, so he decides to send them both to meet the king the following morning. Not wanting her sister to be queen, Manyara sneaks out the night before so she may be the first to meet him. Along the way, Manyara meets several interesting characters, and when she arrives at the king's chambers, she finds that not everything is as she expected.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Plot (PL)	Base word and ending	Write a story.
	Students will identify what the story is about and find important events in the beginning, middle, and end of the story.	Students will break words into base word and ending and use the endings <i>-y</i> , <i>-ed</i> , and <i>-s</i> to help read difficult words.	Students will write a story about a magic garden for a friend. Each story will have a title, beginning, middle, and end.

Teacher's Note: *Mufaro's Beautiful Daughters* contains no page numbers. For the purposes of this Targeted Treasure Hunt, the story begins on page 3.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Mufaro's Beautiful Daughters* by John Steptoe. As we read, we'll identify the important events in the beginning, middle, and end of the story. Good readers identify the important events in a story so they can better understand the story.

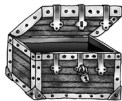
- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Tell students that many stories they know have been passed down by storytellers. Use **Team Huddle** to have students talk about people they know who are good storytellers and why those people are good storytellers.
 - Tell students that *Mufaro's Beautiful Daughters* is a fairy tale. Use **Think-Pair-Share** to have students identify their favorite fairy tale and tell why it is a fairy tale (magic, enchanted characters or objects, etc.). Randomly select a few students to share.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
responded page 4	base word + ending: respond + ed	answered, replied	Emily raised her hand in class and <i>responded</i> to her teacher's question.
considerate page 10	chunk: con-sid-er-ate	thoughtful of others' feelings	Talia decided to be <i>considerate</i> and not talk to Jackson about the party he couldn't go to.
proclaimed page 10	base word + ending: proclaim + ed	declared, announced	The king's servant stood before the court and <i>proclaimed</i> that the feast was about to begin.

Word and Page Number	Identification Strategy	Definition	Sentence
worthy page 10	blend	deserving	Anthony proved he was <i>worthy</i> of being on the basketball team when he made three baskets at tryouts.
advise page 14	chunk: ad-vise	counsel, make suggestions to	Mrs. Fletcher is available to <i>advise</i> students on what classes they need to take.
acknowledges page 15	base word + ending: acknowledge + s	recognizes	Cynthia's father <i>acknowledges</i> her as a good player now that she has been chosen for the team.
admitted page 16	base word + ending: admit + t + ed	accepted the truth	Emil <i>admitted</i> that he was wrong to fight with his little brother.
destination page 17	chunk: des-tin-a-tion	place traveled to	When Raul's family went on vacation, their <i>destination</i> was the Grand Canyon.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying what the story is about and finding important events throughout the story, by telling students to discuss the last book they read or movie they saw in **Team Huddle**. Tell students to talk about what the story was about and the important events that happened in the beginning, middle, and end of it. Use **Random Reporter** to select students to share.
- Tell students that they just discussed the plot of the movie or book. Explain to students what a plot is and why it is important to every story.

You were just talking about the plot of the movie or book you mentioned. The plot is what a story is about and the important events that happen throughout the story. We find out what the story is about in the beginning of the story. Then, after we know what the story is about, we can identify important events in the beginning, middle, and end of the story. We can tell what the important events in the beginning, middle, and end of a story are because important events have something to do with what the story is about. The details of a story are not usually part of the plot.

- Tell students that *Mufaro's Beautiful Daughters* is a fairy tale. Explain that fairy tales often have magical characters or objects, characters that are good and bad, a problem to solve, and a happy ending.



- Use a **Think Aloud** to model identifying what the story is about and the important events within the plot of the popular fairy tale “Little Red Riding Hood.”

Now I will identify the important events within the fairy tale “Little Red Riding Hood.” I know that the story is about Little Red Riding Hood and the trip she took to see her sick grandmother because that is what we found out in the beginning of the story. This means all the important events in the story will have to do with the trip and what happens during and after it. The first important event in the story is that she told the wolf where she was going. The wolf told her she should stop and pick flowers for her grandmother. I know this is important because it will make her late to see her grandmother. The next important event in the story is that the wolf went to Grandmother’s house. The wolf dressed up like Red’s grandmother to trick her. I know this is important because Red will think the wolf is her grandmother. Now we are getting to the middle of the story, so I know there will be more important events. Another important event in the story is Red got to her grandmother’s house and the wolf tried to eat her. She ran into the closet and found her grandmother hiding, too. I know this is important because they were both safe from the wolf. At the end of the story, a hunter came to their rescue and killed the wolf. I know this is important because Red and her grandmother were safe and they could have their visit.

- Remind students that in the beginning of the story, we learn what the story is about and then we can identify the important events in the beginning, middle, and end of the story.
- Point out to students that none of the details of the story (the wolf saying “the better to smell you with”) were included in the important events you just named. Remind students that details from the story are not part of the important events within a story.
- Tell students that they should remember to think about what the most important events in the story are as they read *Mufaro’s Beautiful Daughters* this cycle.

Listening Comprehension

- Read pages 1–6 of *A Story, A Story* aloud, stopping to make points, ask questions, and focus students’ attention as needed.
- Use a **Think Aloud** to model identifying what the story is about.

I know that in order to understand the plot, I need to know what the story is about first. I remember that I can find out what a story is about in the beginning of the story. After reading pages 1–6, I know that the story will be about an old man named Ananse, also known as the Spider man. Ananse wants to buy the Sky God’s stories from him, but the Sky God asks for rare creatures as payment. When Ananse agrees to find these creatures to pay the Sky God, it let me know that that will be what this story is about. The plot of the story will be about Ananse searching for these creatures in order to pay the Sky God. As I read, I will look for important events that relate to this journey.

- Continue reading until the end of page 8.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

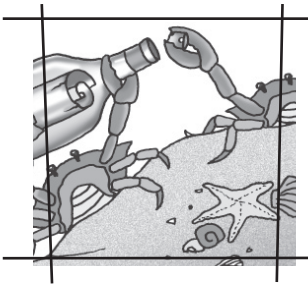
Student Edition, page 2

Team Talk

1. How are Manyara and Nyasha different? |CCI|
2. Explain why Manyara is jealous of Nyasha. |CEI|
3. Which of the following is important to the story's plot? |PL|
 - a. Nyasha keeps a small plot of land.
 - b. Nyasha sings to make her garden grow.
 - c. Manyara is mean and Nyasha is kind.
 - d. Mufaro and his daughters live in a village.

How do you know this is important to the story? (Write-On)
4. How can you tell that Nyasha is a hard worker? |CHI|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 pages 2–4 aloud with partners.
 pages 5–7 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How are Manyara and Nyasha different? |CCI|

100 points = *Manyara and Nyasha are different because Manyara is almost always in a bad mood and she is mean to her sister when their father is not looking. Nyasha is kind to her sister and ignores the mean things that she says to her. 90 points* = *Manyara and Nyasha are different because Manyara is mean to her sister and Nyasha is kind to her sister. 80 points* = *Manyara is mean and Nyasha is kind.*

2. Explain why Manyara is jealous of Nyasha. |CE|

100 points = *Manyara is jealous of Nyasha because everyone thinks that Nyasha is kind and because she thinks that their father loves Nyasha best. 90 points* = *Manyara is jealous of Nyasha because everyone thinks that she is kind. 80 points* = *Everyone thinks that she is kind.*

3. Which of the following is important to the story's plot? |PL|

- a. Nyasha keeps a small plot of land.
- b. Nyasha sings to make her garden grow.
- c. *Manyara is mean and Nyasha is kind.*
- d. Mufaro and his daughters live in a village.

How do you know this is important to the story? (Write-On)

100 points = *I know this is important to the story because in the beginning of a story we learn what the story is about. I know that the story is about the two sisters, so the way they act will be important to the story. 90 points* = *I know that this is important to the story because it is about the two sisters. 80 points* = *Because the story is about the sisters.*

4. How can you tell that Nyasha is a hard worker? |CH|

100 points = *I can tell that Nyasha is a hard worker because she keeps her own land that grows millet, sunflowers, yams, and vegetables. She sings to her garden to make it grow. 90 points* = *I can tell that Nyasha is a hard worker because she keeps her own land and sings to make crops grow. 80 points* = *She keeps her own land.*

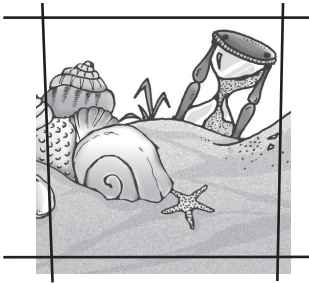
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think this story would be different if it was set in a place other than Africa? Explain why or why not.</p> <p>Nyasha is kind to Manyara, even when Manyara is mean to her. Can you think of a time when you were kind to someone? Tell what happened.</p> </td> </tr> </table>	Team Talk Extenders	<p>Do you think this story would be different if it was set in a place other than Africa? Explain why or why not.</p> <p>Nyasha is kind to Manyara, even when Manyara is mean to her. Can you think of a time when you were kind to someone? Tell what happened.</p>
Team Talk Extenders	<p>Do you think this story would be different if it was set in a place other than Africa? Explain why or why not.</p> <p>Nyasha is kind to Manyara, even when Manyara is mean to her. Can you think of a time when you were kind to someone? Tell what happened.</p>		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

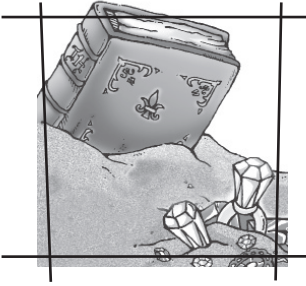
Pages 4 and 5

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

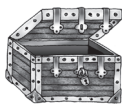
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension



- Use **Think-Pair-Share** to review what happened in yesterday's reading of *A Story, A Story*. Randomly select a few students to share. *We found out that the story is about Ananse collecting rare creatures in order to get the stories from the Sky God.*
- Read pages 9–11 of *A Story, A Story* aloud.



- Use a **Think Aloud** to model identifying important events in the story.

I know that what I just read is important to the story because in the beginning, the leopard is one of the rare creatures that the Sky God wants from Ananse. It is also important to the story because Ananse used his cleverness to catch the leopard. I remember that now he only needs to catch two other rare creatures. I'm going to keep reading to see if he catches another one of the creatures.

- Continue reading pages 12–15 aloud, stopping to make points, ask questions, and focus students' attention as needed. Use a **Think Aloud** to model identifying why Ananse capturing the hornets is important to the story.

I just read that Ananse captured the hornets, which were the second of the three rare creatures the Sky God wanted. Again, Ananse used his cleverness to capture them, which makes me think he is very clever. I know that this is important to the story because this story is about Ananse finding those creatures, and now he is almost ready to go back to the Sky God and get his stories.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Explain how the two sisters, Manyara and Nyasha, are different.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

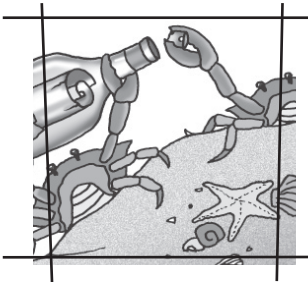
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. How does Nyasha treat Nyoka? What does this show about her? |CH|
2. Why does Mufaro want to send his daughters to the king? |CE|
3. Do you think Manyara is really worried about her sister when she offers to travel to see the king alone? Explain. |DC|
4. Which of the following is important to the story's plot? |PL|
 - a. Nyoka stays with Nyasha while she tends to her garden.
 - b. Manyara tries to trick her father into letting her see the king alone.
 - c. Nyasha pats Nyoka lovingly on the head when she finds him.
 - d. Mufaro doesn't know that Manyara was mean to Nyasha.

How do you know this is important to the story? (Write-On)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 8 and 9 aloud with partners.
pages 10 and 11 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does Nyasha treat Nyoka? What does this show about her? |CH|

100 points = *Nyasha treats Nyoka very kindly and lets him stay in her garden. This shows that Nyasha is kind to all living things, even snakes.*

90 points = *Nyasha treats Nyoka very kindly, which shows she is kind to all living things. 80 points* = *Very kindly, which shows she is kind.*

2. Why does Mufaro want to send his daughters to the king? |CE|

100 points = *Mufaro wants to send his daughters to the king because a messenger comes to their village and says that the king is looking for a wife. 90 points* = *Mufaro wants to send his daughters to the king because he is looking for a wife. 80 points* = *The king is looking for a wife.*

3. Do you think Manyara is really worried about her sister when she offers to travel to see the king alone? Explain. |DC|

100 points = *No, I do not think that Manyara is worried about her sister. I think Manyara is afraid the king will like Nyasha more than her, so she does not want the king to meet her. 90 points* = *No, I do not think Manyara is worried about her sister. I think she is afraid the king will like Nyasha more than her. 80 points* = *No, she is afraid the king will like Nyasha more.*

4. Which of the following is important to the story's plot? |PL|

- a. Nyoka stays with Nyasha while she tends to her garden.
- b. Manyara tries to trick her father into letting her see the king alone.
- c. Nyasha pats Nyoka lovingly on the head when she finds him.
- d. Mufaro doesn't know that Manyara was mean to Nyasha.

How do you know this is important to the story? (Write-On)

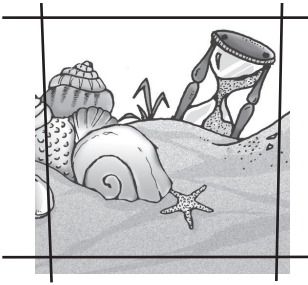
100 points = *I know that this is important to the story because the story is about the two sisters. In the beginning of the story when Manyara tries to trick her father into letting her see the king alone, this shows that she doesn't care about her sister being happy. 90 points* = *I know that is important to the story because it is about the two sisters. This shows Manyara doesn't care about Nyasha. 80 points* = *It shows Manyara doesn't care about Nyasha.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points. 		
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>Do you think Nyasha saw through Manyara's trick? Why or why not?</p> <p>If you were Nyasha, would you tell your father about Manyara's unkindness toward you? Why or why not?</p> <p>Was it smart for Mufaro to send both of his daughters to see the king? Explain.</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>Do you think Nyasha saw through Manyara's trick? Why or why not?</p> <p>If you were Nyasha, would you tell your father about Manyara's unkindness toward you? Why or why not?</p> <p>Was it smart for Mufaro to send both of his daughters to see the king? Explain.</p>
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<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

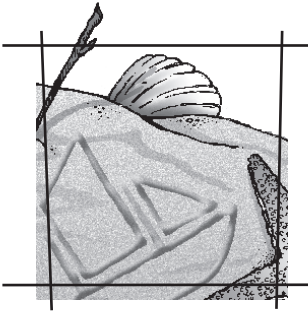
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Page 10 (paragraphs 1–3)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

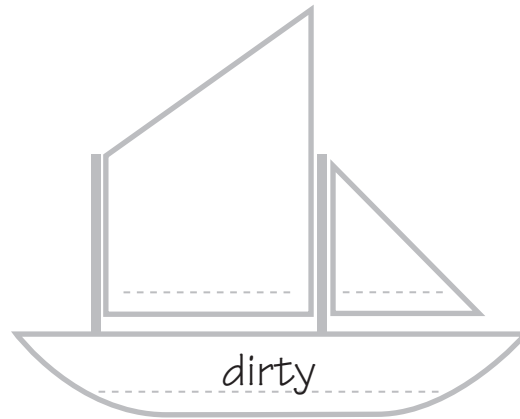


WORD POWER **TP**

Timing Goal: 10 minutes

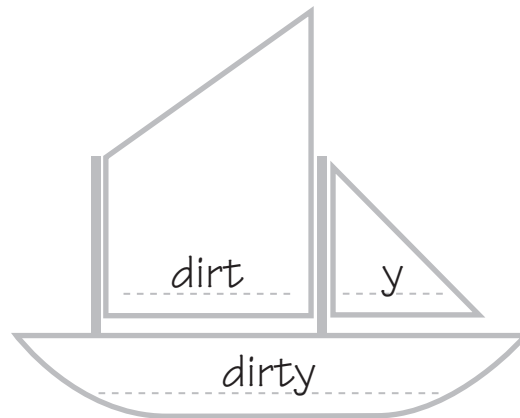
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill: reading base words and endings. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.
- Display a sailboat with one main sail and one small sail. Write "dirty" on the bottom of the boat.

Blackline master provided.



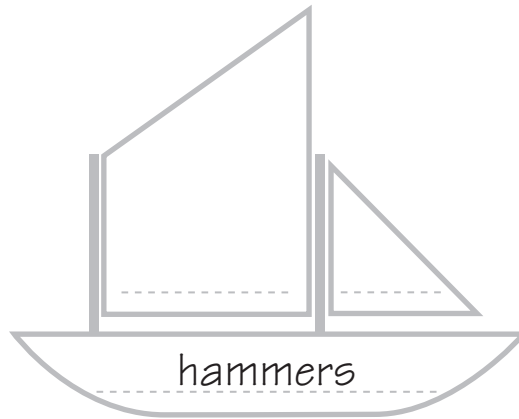
tps

- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to ask students if they can figure out what the clues mean—how the sails can help them read the word—and what word parts should go on the sails.

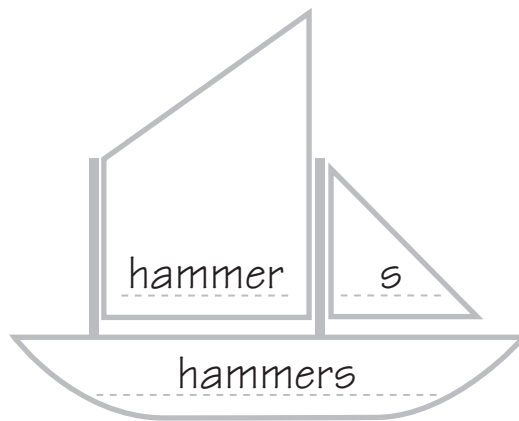


- Randomly select a few students to share. Write the word parts on the sails.
- Use **Think-Pair-Share** to ask students the definition of the word. Randomly select a few students to share. *Covered in dirt.*

- Confirm, or tell students that *dirty* means covered in dirt. It is a word used to describe something that is covered in dirt. Explain that when *y* is added to the end of a word, it often becomes a “describing” word and is used to describe what something is like.
- Write “salty” and “muddy” on the board.
- Use **Think-Pair-Share** to ask students to define each word. Randomly select a few students to share. *Has a lot of salt in it; covered in mud.*
- Display a sailboat with one main sail and one small sail. Write “hammers” on the bottom of the boat.



- Use **Think-Pair-Share** to ask students what word parts should go on the sails.



- Randomly select a few students to share. Write the word parts on the sails.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More’s treasure note.

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word and ending first and then read the whole word.

- Tell students to be on the lookout for words from this cycle's vocabulary list that have base words with a *y* ending.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Write the word in your journal. Then write the base word and ending. Draw a sailboat if you need help.

1. healthy *health + y*
2. artists *artist + s*
3. snowy *snow + y*
4. rusty *rust + y*

Building Meaning

responded	considerate	proclaimed	worthy
advise	acknowledges	admitted	destination

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Which of the following would be a good destination for a vacation?

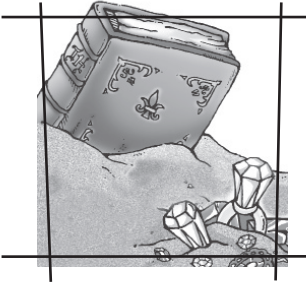
- a. the basement
- b. the dump
- c. *the beach*
- d. the grocery store



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

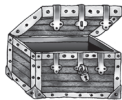
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension



- Use **Think-Pair-Share** to have students review what happened in yesterday's reading of *A Story, A Story*. Randomly select students to respond. *Ananse tricked the leopard into letting him tie the leopard up. Then he tricked the hornets into a container by telling them it was raining. Now he just needs to find the fairy to give to the Sky God.*
- Read pages 17–22 of *A Story, A Story* aloud, stopping to make points, ask questions, and focus students' attention as needed.
- Use **Think-Pair-Share** to have students discuss the questions you prompt them with in order to identify the important event from this part of the story. Randomly select a few students to share.

We just read about Ananse's encounter with the fairy in the middle of the story. What would you say is the most important event in this part of the story? *Ananse is able to capture the fairy to take it to the Sky God. Very good. How did he capture the fairy?* *He tricked it into getting stuck on the gum baby. He used his cleverness. And how is that related to what this story is about?* *This story is about Ananse using his cleverness to get three rare creatures for the Sky God so he can get his stories. This is the last creature he has to get. Good.*

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is the real reason that Manyara offers to travel to the king alone?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

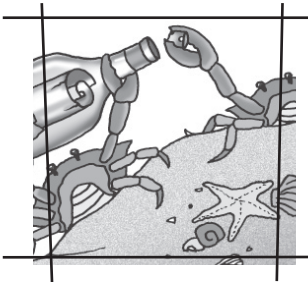
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. Manyara sneaks out of the village before everyone else. What does this say about her? |CH|
2. Summarize who Manyara meets in the forest. How does she treat them? |SU|
3. Which of the following is important to the story's plot? |PL|
 - a. Manyara runs away to be the first to see the king.
 - b. Manyara is scared when she first enters the forest.
 - c. Nyasha wakes up early and dresses in her best clothes.
 - d. The wedding party gathers that morning to leave.

How do you know this is important to the story? (Write-On)
4. How can you tell that Nyasha is unsure of going to see the king? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 12–14 aloud with partners.
pages 15 and 16 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Manyara sneaks out of the village before everyone else. What does this say about her? |CH|

100 points = *Manyara sneaks out of the village before everyone else to see the king. This says that she is selfish and tricky. She wants to be the first one to see the king so he will choose her.* **90 points** = *Manyara sneaks out of the village before everyone else to see the king. This says that she is selfish.*

80 points = *She is selfish.*

2. Summarize who Manyara meets in the forest. How does she treat them? |SU|

100 points = *Manyara meets a young boy and an old woman in the forest. She does not treat them well. She does not listen to them and rushes past them.* **90 points** = *Manyara meets a young boy and an old woman in the forest. She does not treat them well.* **80 points** = *A young boy and an old woman. She does not treat them well.*

3. Which of the following is important to the story's plot? |PL|

- a. Manyara runs away to be the first to see the king.
- b. Manyara is scared when she first enters the forest.
- c. Nyasha wakes up early and dresses in her best clothes.
- d. The wedding party gathers that morning to leave.

How do you know this is important to the story? (Write-On)

100 points = *I know this is important to the story because the story is about the two sisters, and Manyara cares more about herself than her sister. This is important because Nyasha would not have done that to her sister.* **90 points** = *I know this is important to the story because it is about the two sisters, and Manyara cares more about herself than her sister.*

80 points = *Manyara cares more about herself than her sister.*

4. How can you tell that Nyasha is unsure of going to see the king? |DC|

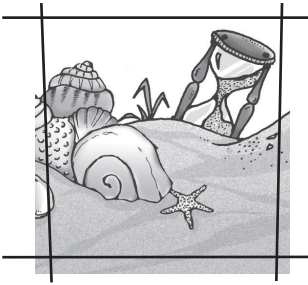
100 points = *I can tell that Nyasha is unsure of going to see the king because before she leaves to see him, she thinks how sad it would be to leave her home and never see her father or Nyoka again.* **90 points** = *I can tell that Nyasha is unsure of going to see the king because before she leaves, she thinks how sad it would be to leave her home.* **80 points** = *She thinks about how sad it would be to leave her home.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Do you think Nyasha knew why Manyara left before everyone else? Explain.</p> <p>Predict how the rest of Manyara's trip in the forest went. Give clues to support your answer.</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

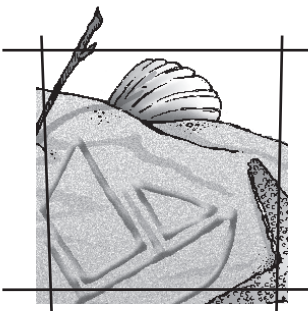
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 10 (paragraphs 1–3) or 14

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



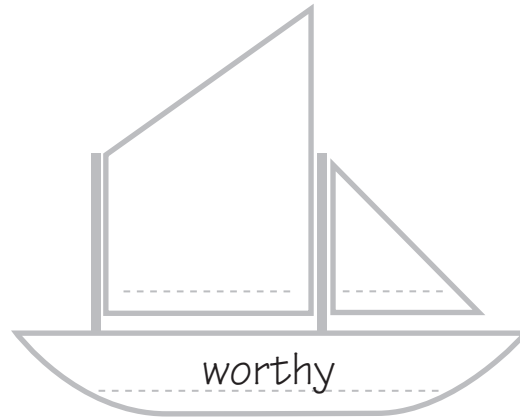
WORD POWER **TP**

Timing Goal: 10 minutes

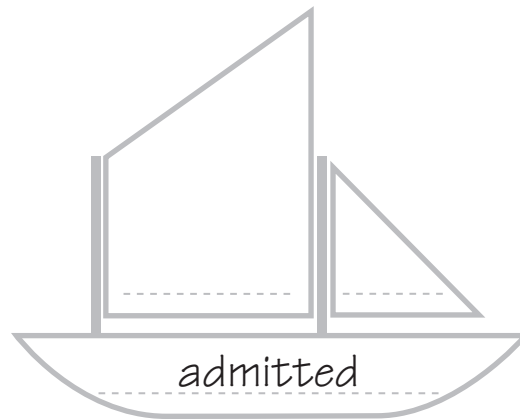


- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (base word and endings).
- Use **Think-Pair-Share** to ask students what *y* at the end of a word can tell them about the word's meaning.
- Randomly select a few students to share. *The word describes something or tells what it is like.*

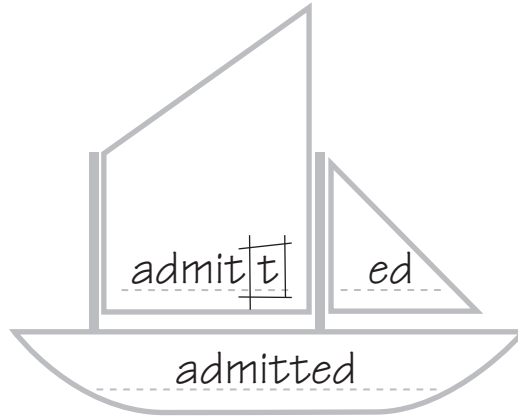
- Point out that there is a word from this cycle's vocabulary list that contains a base word with a *y* on the end. Draw or display another blank sailboat. Write the word "worthy" on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go in the big sail and what should be written in the smaller sail. Randomly select a few students to share. *The word worth should go in the big sail and the letter y should go in the little sail.*
- Use **Think-Pair-Share** to have students define *worthy*. Randomly select a few students to share. *Deserving.*
- Point out that there is another word from this cycle's vocabulary list with a base word and ending. Draw or display another blank sailboat. Write the word "admitted" on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go in the big sail, what should be written in the smaller sail, and what letter should be added with a patch. Randomly select a few students to share. *The word admit goes in the big sail, the letters ed go in the little sail, and a t gets added to the end of admit.*



- After students respond, write the word parts on the sails, draw a box at the end of *admit*, and write “t” in the box.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write the word in your journal. Then write the base word and ending. If necessary, draw a box at the end of the base word and write the extra letter in the box. Draw a sailboat if you need help.

1. flipped *flip*p + *ed*
2. bumpy *bump* + *y*
3. results *result* + *s*
4. snipped *snip*p + *ed*

Building Meaning			
responded	considerate	proclaimed	worthy
advise	acknowledges	admitted	destination

5. Choose a word from the vocabulary list, and write a meaningful sentence for the word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

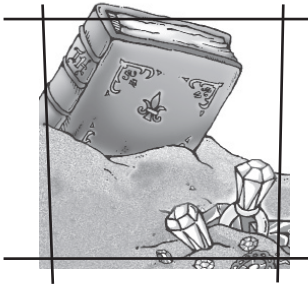
6. Which of the following would not be a good destination for a vacation?

- a. a theme park
- b. the beach
- c. a cabin on a lake
- d. *an office building*



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

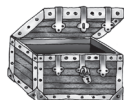
Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.



Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Use **Think-Pair-Share** to have students review what happened in yesterday’s reading of *A Story, A Story*. Use **Random Reporter** to select students to respond. *Ananse captured the fairy by cleverly tricking her into touching the gum baby so she got stuck to it. He now has all the rare creatures to take to the Sky God so he can get his stories.*



- Read pages 25–32 of *A Story, A Story* aloud, stopping to make points, ask questions, and focus students' attention as needed.
- Use **Think-Pair-Share** to have students discuss the answers to the questions that you ask them about identifying the important events from the reading. Randomly select a few students to share.

Today we read what happened at the end of the story when Ananse brought the three things the Sky God wanted to him. What happened when he did that? *The Sky God had his people sing for Ananse and then he gave him the box of stories. That's right. What happened when Ananse brought the box of stories back down to Earth? He opened the box and the stories spread around the world. That's right. The Sky God gave Ananse his box of stories. That is the last important event in this story. How do you know it is important? Because Ananse got what he wanted and what he worked hard for. Because it was at the end of the story. Good. Ananse did what he set out to do. That is important to the story.*

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Who does Manyara meet in the forest? How does she treat them?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

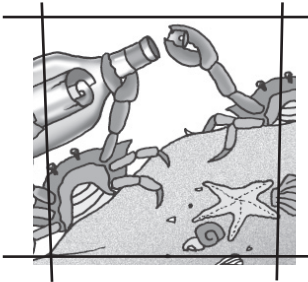
Student Edition, page 3

Team Talk

1. How is the way Nyasha treats the people in the forest different than the way Manyara treats them? |CC|
2. Which of the following is important to the story's plot? |PL|
 - a. Nyasha runs ahead to get a glimpse of the city.
 - b. Nyasha enters the city on her father's arm.
 - c. The sun shines brightly and is high in the sky.
 - d. Nyasha is kind to everyone she sees in the forest.

How do you know this is important to the story? (Write-On)

3. What is the **first** thing that happens when the wedding party arrives at the city? |SQ|
4. Why do you think Manyara warns her sister about going into the chamber? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 17 aloud with partners.
pages 18–21 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is the way Nyasha treats the people in the forest different than the way Manyara treats them? |CC|

100 points = *Nyasha is much nicer to the people in the forest than Manyara is. Nyasha gives both the little boy and the old woman gifts of food. Manyara is unkind and doesn't listen to them.* **90 points** = *Nyasha is much nicer to the people in the forest than Manyara is. Nyasha gives them gifts of food.* **80 points** = *She is much nicer than her sister. She gives them food.*

2. Which of the following is important to the story's plot? |PL|
 - a. Nyasha runs ahead to get a glimpse of the city.
 - b. Nyasha enters the city on her father's arm.
 - c. The sun shines brightly and is high in the sky.
 - d. *Nyasha is kind to everyone she sees in the forest.*

How do you know this is important to the story? (Write-On)

100 points = *I know this is important to the story because the story is about her and her sister. Her sister is unkind to everyone she meets in the forest, but Nyasha is nice to them because she is nicer than her sister.* **90 points** = *I know this is important because Manyara is not kind to them and Nyasha is. They are different.* **80 points** = *Manyara is not kind to them.*

3. What is the **first** thing that happens when the wedding party arrives at the city? |SQ|

100 points = *The first thing that happens when the wedding party arrives in the city is they hear a scream and see Manyara running out of a chamber in the center of the city. Then, she warns her sister not to go into it.* **90 points** = *The first thing that happens when the wedding party arrives in the city is they hear a scream and see Manyara running out of a chamber.* **80 points** = *They hear a scream and see Manyara.*

4. Why do you think Manyara warns her sister about going into the chamber? |DC|

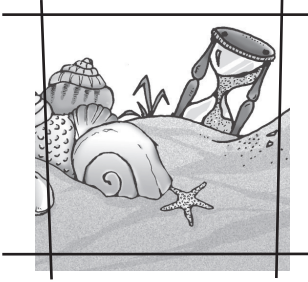
100 points = *I think Manyara warns her sister about going into the chamber because even though she is mean to her, she really cares about her. She does not want her to be hurt by the snake in the chamber.* **90 points** = *I think Manyara warns her sister about going into the chamber because she really cares about her.* **80 points** = *She really cares about her.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>How would this story be different if Manyara was not jealous of Nyasha?</p> <p>Predict what Nyasha will find in the chamber. Give clues to support your answer.</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

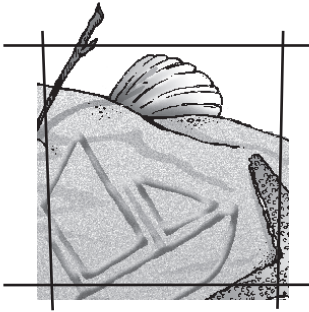
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 10 (paragraphs 1–3), 14, or 20 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (base word and ending) and the Word Treasure clues that Captain Read More uses for this skill (*main sail and small sail*).
- Use **Think-Pair-Share** to have students tell what a *y* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The word describes something or tells what it is like.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Kerry stirred the sugar into her iced tea.
2. I turned on the heater when it got too chilly in my room.



- Use **Random Reporter** to choose a student to read each sentence orally. *Stir*r*+ ed; chill + y*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write the word in your journal. Then write the base word and ending. If necessary, draw a box at the end of the base word and write the extra letter in the box. Draw a sailboat if you need help.

1. dusty *dust + y*
2. junky *junk + y*
3. troops *troop + s*
4. wrapped *wrap*p*+ ed*

Building Meaning			
responded	considerate	proclaimed	worthy
advise	acknowledges	admitted	destination

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

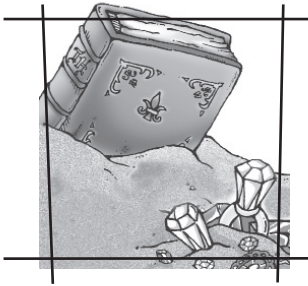
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

When Alison called her dog, he responded by running toward her and jumping on her lap.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



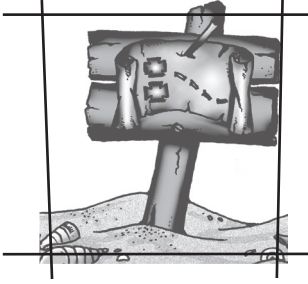
In yesterday's reading, Manyara warned Nyasha about the monster in the king's chamber. Today we will find out what happens to Nyasha when she goes inside the chamber.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

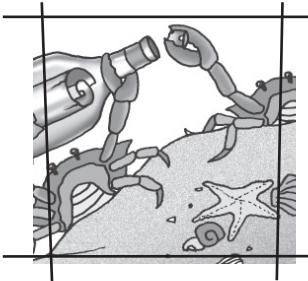
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #5 ask about important plot events within the story.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

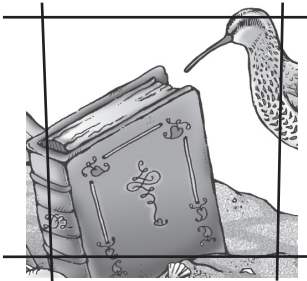
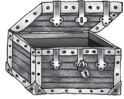
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

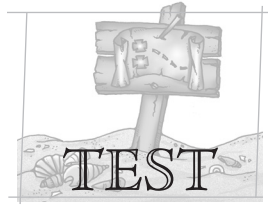


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 22–27 of *Mufaro's Beautiful Daughters*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Which of the following is an important part of the story? |PL|
 - a. Nyasha kept her own plot of land to grow crops on.
 - b. Mufaro and his daughters lived in a village.
 - c. Nyasha woke up early and put on her best clothes.
 - d. *Manyara is mean and Nyasha is nice.*

How do you know this is important to the story?

20 points = *I know this is important to the story because in the beginning of the story, we found out this story is about the two sisters. I think the way they acted was important to the way the story ended because Nyasha became queen.* **15 points** = *I know this is important to the story because it is about the two sisters. Their personalities were important to the story.* **10 points** = *Their personalities were important to the story.*

10 points

2. Manyara snuck out of the village before everyone else. What does this say about her? |CH|
 - a. *She was selfish and tricky.*
 - b. She cared more about her sister than herself.
 - c. She was not afraid of traveling in the forest at night.
 - d. She was unhappy at home.

20 points

3. Summarize what happened **after** Nyasha entered the chamber. |SU • SQ|

20 points = *After Nyasha entered the chamber, she was happy to see Nyoka, the garden snake. Nyoka then told her that he was the king and asked her to marry him.* **15 points** = *After Nyasha entered the chamber, Nyoka turned into the king and asked her to marry him.* **10 points** = *Nyoka turned into the king and asked her to marry him.*

10 points

4. Which of the following did not happen in preparation for Nyasha and the king's wedding? |CE|
 - a. Nyasha prepared bread for the wedding feast.
 - b. The best weavers set out their finest cloth for her wedding dress.
 - c. *Twenty fish and thirty birds were prepared for the wedding feast.*
 - d. Villagers from all around were invited to the wedding.

30 points

5. Which of the following is an important part of the story? |PL|
- Nyasha became the queen because she was kind.
 - Nyasha was pleased to see Nyoka in the chamber.
 - Mufaro claimed he was the happiest father in the land.
 - A great feast was held for the wedding celebration.

How do you know this is important to the story?

20 points = *I know this is important to the story because it is the end of the story. Nyasha was kind to everyone and she became queen, but her sister was mean to everyone and she became a servant.*

15 points = *I know this is important to the story because it is the end of the story.* **10 points** = *It is the end of the story.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the word. Then write the base word and ending. If necessary, draw a box at the end of the base word and write the extra letter in the box. Draw a sailboat if you need help.

5 points 1. skidded *skid*d+ *ed*

5 points 2. bushy *bush* + *y*

5 points 3. ladders *ladder* + *s*

5 points 4. flashy *flash* + *y*

Building Meaning

responded	considerate	proclaimed	worthy
advise	acknowledges	admitted	destination

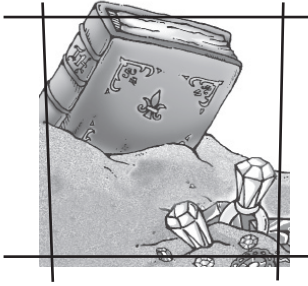
10 points 5. Write a meaningful sentence for the word *admitted*.

10 points = *Ben's mother asked if he had tracked mud into the house, and Ben admitted that he had forgotten to take his shoes off before coming in.*

5 points = *When Ben tracked mud into the house, he admitted that he had forgotten to take his shoes off.* **1 point** = *Ben admitted he tracked mud in the house.*

10 points 6. Bob is so considerate that he gave Katie a sympathy card after her goldfish died.

- 10 points** 7. Tia's family acknowledges their Mexican heritage by celebrating Cinco de Mayo. *Acknowledges* means—
- considers.
 - establishes.
 - recognizes*.
 - rearranges.
- 10 points** 8. A weatherman should advise people on how to prepare for dangerous weather.
- 10 points** 9. Jamal's art teacher felt that Jamal's project was so good that it was worthy of entering the school art fair. *Worthy* means—
- demanding.
 - deserving*.
 - struggling.
 - allowing.
- 10 points** 10. After the train left New York, its next destination was Baltimore.
- 10 points** 11. The queen's messenger proclaimed that she would hold a feast on the first day of the month. *Proclaimed* means—
- announced*.
 - discovered.
 - understood.
 - promised.
- 10 points** 12. When Akira's friend asked if he'd like to go to the movies, Akira responded by shouting, "I'd love to!" *Responded* means—
- returned.
 - recalled.
 - replayed.
 - replied*.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a story to tell to a friend about a magical garden of your own. In *Mufaro's Beautiful Daughters*, you read about Nyasha's garden and how her singing helps her vegetables grow.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a short story, by telling students that during the lesson, they learned about plot in *Mufaro's Beautiful Daughters*.

You spent the cycle learning about important plot events in *Mufaro's Beautiful Daughters*. The plot of a story is very important. It takes you from the beginning of the story, to the middle, and finally to the end. A good story has a well-planned plot for readers to follow.



- Tell students that the important events in the plot can help to summarize the story. Use **Random Reporter** to ask students to tell you important plot events from *Mufaro's Beautiful Daughters*.

- Display the following story. Read the story aloud to students. Tell students to listen for the important plot events in the story.

Blackline master provided.

The Lost Kitten

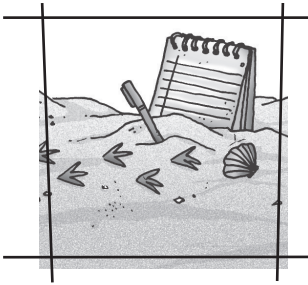
Trixie was a tiny kitten. She had five brothers and sisters, and they were all bigger than she was. That did not stop Trixie from being the bravest kitten in the litter. She was never afraid when their mother left them alone. Trixie was always trying to climb out of their basket while her brothers and sisters hid.

One day, Trixie finally climbed up the side of the basket. She looked around and saw a whole world to explore. "Wow!" Trixie thought. She called down to her brothers and sisters, but her siblings would not stick a whisker outside the basket. "Fine," Trixie said. "I will explore on my own."

Trixie hopped out of the basket. She landed on soft green grass. She loved how it felt under her paws. She loved how warm the bright sunlight felt. Trixie noticed a fluttering butterfly. She swung her paw at it, but it fluttered out of reach. She jumped at it, but it flew farther away. Trixie wanted to catch the butterfly so much! She followed it across many backyards.

Suddenly, Trixie realized she did not know where she was. Nothing was familiar to her. "Oh no!" She thought. "How will I find my home again?" Trixie meowed and cried. Then she heard a familiar voice. It was her mother calling her name! Trixie ran to her mother, who hugged Trixie and carried her back to the basket. After that, Trixie was still brave, but more careful.

- Use **Random Reporter** to ask students what the story is about. *The tiniest kitten in a litter exploring the world.*
- Use **Random Reporter** to ask students about important plot events from the story. *Trixie is brave. She climbs out of the basket. She chases a butterfly out of the yard and gets lost. She cries and her mother finds her. Trixie is more careful in the future.*
- Point out to students that stories usually have a lot of details in them, but the most important events and actions move the story forward. These important events make up the plot.
- Tell students that they will think about plot as they write their own short stories about a magical garden today.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today that you will write a story about a magical garden for a friend.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page 4

Writing Prompt

Imagine that you have a magic power that can make things grow. Write a story for a friend that describes what would happen in your garden if you could grow things magically. First, begin by writing an introduction. What is your magic power? What are you growing in your garden? Then write the middle of your story. What happens in your garden? Finally, write the end of your story. What happens at the end? Don't forget to give your story a title. Also make sure your story is written in complete sentences.

Scoring Guide

The story is for a friend and describes a magical garden.	25 points
The story has an introduction (beginning), events that happen in the garden (middle), and events that close the story (ending).	20 points each (60 points maximum)
The story has a title.	10 points
The story is written in complete sentences.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a sequence chart. This will help us put our thoughts in the right order as we write our stories.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

Title: *Mozzarella Mania*

Introduction: *By wiggling my nose and stomping my feet, I can make mozzarella sticks grow in my garden.*

Middle event: *I started sneezing, which wiggled my nose, and ran toward the house; mozzarella sticks started growing everywhere.*

Ending: *I invited the whole town over to share my mozzarella sticks.*

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students that they should also edit their work by checking for clarity.

As you read your drafts, ask yourself if what you wrote makes sense. Is it clear and easy to understand? Remember, you are writing this for a friend. If the story is unclear to you as you reread it, it will be unclear to your friend as well.

- Display the following story based on the graphic organizer. Read the story aloud to students.

Blackline master provided.

Mozzarella Mania

I have a mozzarella stick garden. It seems impossible, but it is true! I discovered that if I wiggled my nose and stomped my feet, I could make mozzarella sticks grow out of the ground. I decided to make a mozzarella stick garden in my backyard.

Once, I was outside in my backyard when I felt a tickle in my nose. I tried ignoring it, but the tickle got worse. Then I started sneezing. I ran toward the house for some tissues, and that's when it started. Suddenly, the backyard was full of mozzarella sticks! What was I going to do with all those mozzarella sticks?

Then I had an idea. I invited the town to my house for dinner. Everyone brought a bowl of pasta, and I gave everyone mozzarella sticks. It was the best dinner the town ever shared.



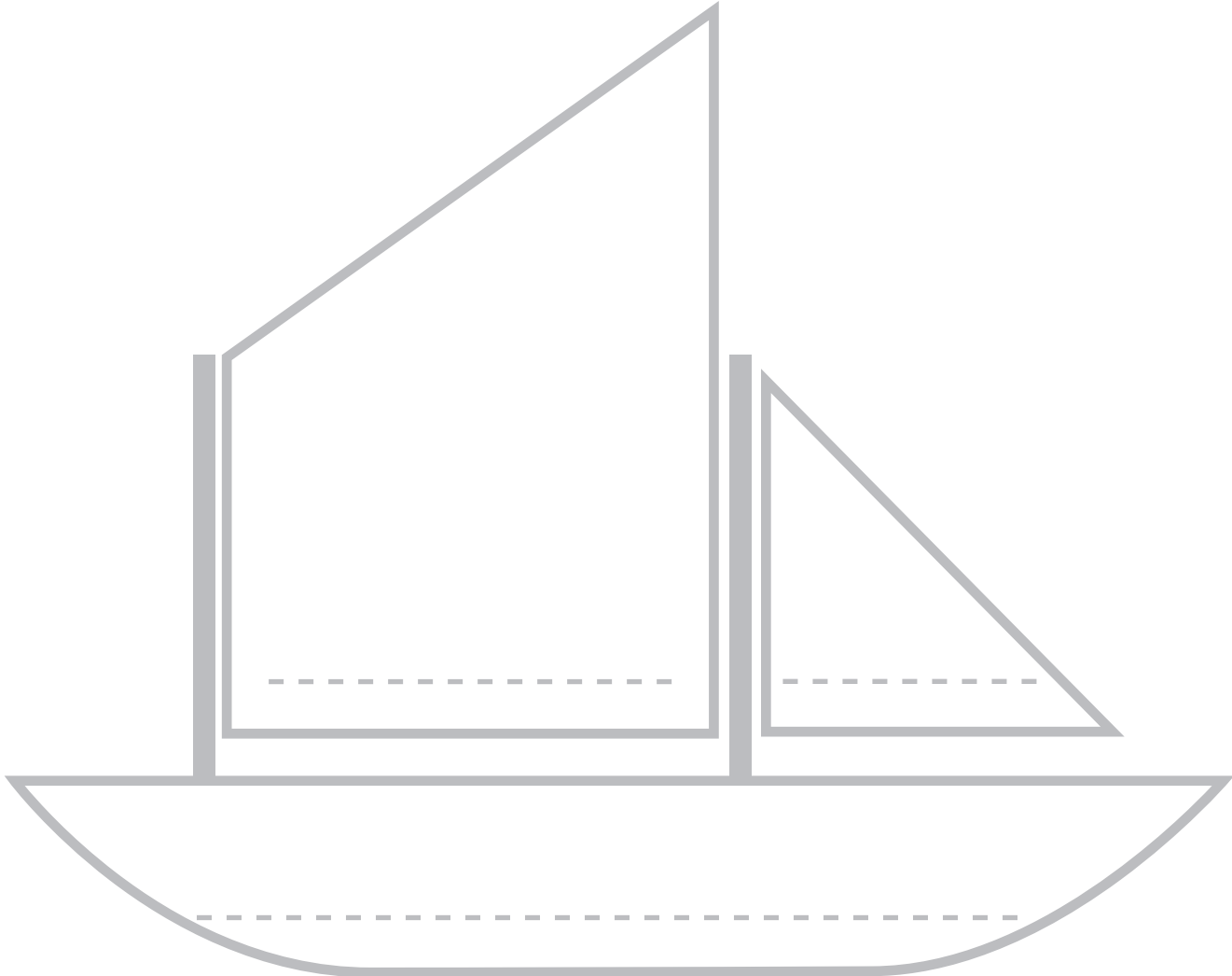
- Use **Random Reporter** to have students help you check your story for clarity.

Let's see if my story is clear and easy to understand. Let's start with the first paragraph. Read the first paragraph of the story aloud. **Is the beginning of the story easy to understand?** *Yes. It tells what magical power the narrator has. Good! Now let's look at the middle of the story.* Read the second paragraph of the story aloud. **Is everything that happens in this paragraph clear?** *No. The story does not explain why there are mozzarella sticks when the narrator sneezes. You are right! My story is a little unclear. I will have to add some detail to make it easier to understand. If I wrote "Sneezing made my nose wiggle, and running made my feet stomp," would that make it easier to understand?* *Yes. Now I can see why the mozzarella sticks grow all over the place. Great! Is my last paragraph clear?* Read the last paragraph of the story aloud. *Yes. The narrator finds a solution to his or her problem. Good! By editing my work, I learned how I can make my story clearer for a friend who might read it.*
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



The Lost Kitten

Trixie was a tiny kitten. She had five brothers and sisters, and they were all bigger than she was.

That did not stop Trixie from being the bravest kitten in the litter. She was never afraid when their mother left them alone. Trixie was always trying to climb out of their basket while her brothers and sisters hid.

One day, Trixie finally climbed up the side of the basket. She looked around and saw a whole world to explore. “Wow!” Trixie thought. She called down to her brothers and sisters, but her siblings would not stick a whisker outside the basket. “Fine,” Trixie said. “I will explore on my own.”

Trixie hopped out of the basket. She landed on soft green grass. She loved how it felt under her paws. She loved how warm the bright sunlight felt. Trixie noticed a fluttering butterfly. She swung her paw at it, but it fluttered out of reach. She jumped at it, but it flew farther away. Trixie wanted to catch the butterfly so much! She followed it across many backyards.

Suddenly, Trixie realized she did not know where she was. Nothing was familiar to her. “Oh no!” She thought. “How will I find my home again?” Trixie meowed and cried. Then she heard a familiar voice. It was her mother calling her name! Trixie ran to her mother, who hugged Trixie and carried her back to the basket. After that, Trixie was still brave, but more careful.

Mozzarella Mania

I have a mozzarella stick garden. It seems impossible, but it is true! I discovered that if I wiggled my nose and stomped my feet, I could make mozzarella sticks grow out of the ground. I decided to make a mozzarella stick garden in my backyard.

Once, I was outside in my backyard when I felt a tickle in my nose. I tried ignoring it, but the tickle got worse. Then I started sneezing. I ran toward the house for some tissues, and that's when it started. Suddenly, the backyard was full of mozzarella sticks! What was I going to do with all those mozzarella sticks?

Then I had an idea. I invited the town to my house for dinner. Everyone brought a bowl of pasta, and I gave everyone mozzarella sticks. It was the best dinner the town ever shared.

Story Map



Title: Mufaro's Beautiful Daughters

Characters:

King
Mufaro
Manyara
Nyasha
Nyoka, snake
Young boy
Old woman
Man with his head tucked under his arm

Setting:

Where: A small village in Africa

When: A long time ago

Problem:

Manyara is always mean to Nyasha. If Manyara becomes queen she will make Nyasha a servant and mistreat her.

Event: Manyara is mean to Nyasha. A messenger comes asking for all princesses to visit the king.

Event: Manyara leaves for the city at night. She is mean and selfish to the boy and woman.

Event: Nyasha and the wedding party leaves for the city. Nyasha gives her yam to the young boy and sunflower seeds to the old woman.

Event: Nyasha enters the king's chamber. Inside is Nyoka. Nyoka transforms into the king.

Event: Nyasha marries the king.

Solution:

Nyasha proves to the king she is the most worthy princess. She is made queen.

Story Map



Title: A Story, A Story

Characters:

Ananse, the Spider man
 Nyame, the Sky god
 Osebo, the leopard
 Mmboro, the Hornet
 Mmoatia, the Fairy

Setting:

Where: Africa

When:

Problem:

Nyame kept all the stories to himself in a golden box.

Event: Ananse spins a web up to the sky. Nyame and Ananse make an agreement to buy the stories.

Event: Ananse captures Osebo by tricking him into playing the binding game. Ananse traps Mmboro in his calabash. Ananse catches Mmoatia with the gum baby.

Event: Ananse spins a web around Osebo, Mmboro, and Mmoatia and pulled them up to the Sky god.

Event: Ananse presents his captives to Nyame. Nyame gives his stories to Ananse and names them Spider Stories.

Event: Ananse takes the golden box of stories to earth. He opens the box and the stories scatter to the corners of the earth.

Solution:

Ananse pays Nyame's price for the stories and releases them on earth.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>Mufaro's Beautiful Daughters</i>	
English Language Arts Standards: <i>Reading: Literature</i>	
Key Ideas and Details	
	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
English Language Arts Standards: <i>Reading: Foundational Skills</i>	
Phonics and Word Recognition	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: <i>Writing</i>	
Text Types and Purposes	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LITERATURE (6 DAY)

Lon Po Po

Written by Ed Young

Listening Comprehension Text**Flossie and the Fox**

Written by Patricia C. McKissack

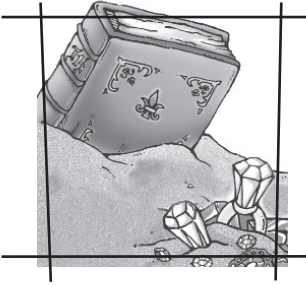
Summary

A mother leaves three young sisters alone for a night in the country. A sneaky wolf, disguised as the girls' grandmother, comes to visit the sisters. Shang, the eldest, soon realizes the true identity of the wolf. Shang cleverly tricks the wolf into letting the three girls climb the ginkgo tree outside by telling him that ginkgo nuts give eternal life. Selfishly, the wolf waits for the girls to pick ginkgo nuts for him. When the girls encourage the wolf to pick his own ginkgo nuts, the wolf lets the girls hoist him up in a basket to the top of the tree. Three times, the girls let the basket fall. On the third fall, the devious wolf dies.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Drawing conclusions (DC)	Dictionary skills	Write a story.
	Students will draw conclusions about characters and events in the story and give evidence to support their conclusions.	Students will use dictionary entries to increase their understanding of words.	Students will write a story about a good wolf. Each student should have a title for his or her story. Each story will include an introduction, three good things the wolf does, and a conclusion.

Teacher's Note: This version of the text does not have page numbers. For the purposes of this Targeted Treasure Hunt, the first page of story text will be page 5.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **help and encourage others**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Lon Po Po* by Ed Young. As we read, we'll draw conclusions about characters and events. We will also make connections with the story *Mufaro's Beautiful Daughters*. Good readers support their conclusions by giving evidence from the story. Good readers develop a better understanding of a text by making connections between two separate texts.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use a **Think Aloud** to model comparing and contrasting a fox and a rat.
 - Brainstorm a list of stories that have children and animals as characters. Use **Think-Pair-Share** to have students discuss if the stories they listed could really happen. Tell them to think about the difference between stories that could happen and stories that couldn't. Randomly select a few students to share.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 5
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
country page 5	ou = /short u sound/ chunk: coun-try	an area away from big towns or cities	Amy likes to take long drives in the <i>country</i> where she can look at the rolling hills and fields full of cows.
latch page 5	blend	to fasten closed, lock	Jacob's mother asked him to <i>latch</i> the door so the wind would not blow it open.
dusk page 6	blend	a time of partial darkness right before night	When the streetlights came on at <i>dusk</i> , she knew she had to go home for dinner.
cunning page 11	chunk: cun-ning	sly, tricky	The <i>cunning</i> man tricked the crowd into giving him money.

Word and Page Number	Identification Strategy	Definition	Sentence
brittle page 17	chunk: brit-tle	likely to break because of being delicate and weak	The fossils baked in the sun for so many years that they were <i>brittle</i> and hard to hold without breaking.
delighted page 17	base word + ending: delight + ed	very pleased	My grandmother is always so <i>delighted</i> to see me that she bakes my favorite cake during every visit.
tumbled page 24	base word + ending: tumbl(e) + ed	fell	Marsha tried running up the steep hill but tripped and <i>tumbled</i> back down.
furious page 24	base word + ending: fur(y) + ious	very angry	Tim's dad was <i>furious</i> when Tim tracked mud into the house.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature.

Our skill for this cycle is drawing conclusions. It's important to draw conclusions when you read because it can help you learn more about the characters and events in a story.

- Use a **Think Aloud** to model identifying what it means to draw conclusions.

What do I know about stories? I know that stories have many characters and events in them. I also know that authors don't always tell me everything about those characters and events. How can I learn more about the many characters and events in a story? I can use clues from the author to draw conclusions about those characters and events. Drawing conclusions can help me learn more about a story.

- Tell students that you will act out a certain feeling but you will not tell them what the feeling is. Model a feeling, such as excitement or disappointment. Use a **Think Aloud** to model identifying what it means to draw conclusions.

You just drew conclusions about my feelings. I did not tell you how I felt but you used clues to figure it out. I can also use clues to draw conclusions as I read. I know that authors don't always tell me everything about a story. I also know that authors give me clues about how characters feel during the story. I can use these clues along with what I might already know to guess what the author is trying to tell me.

- Tell students that they will draw conclusions about the story as they read *Lon Po Po*.

Listening Comprehension

- Introduce the Listening Comprehension text, *Flossie and the Fox*, by telling students that this story is also about an animal that wants to trick children. Tell them to pay attention to how Flossie handles the fox so they can compare Flossie to Shang in *Lon Po Po*.
- Read pages 3–6 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Use a **Think Aloud** to model drawing the conclusion that the fox was a problem at the McCutchin Place.

What can I learn from the text? I read that the chickens at the McCutchin Place couldn’t lay any eggs. I read that there was a fox that was scaring the chickens. I also read that Mr. J. W. couldn’t catch the fox. The fox continued to get away from Mr. J. W. and his dogs. What conclusions can I draw from reading this? I can draw the conclusion that the fox was a problem. Mr. J. W. spent a lot of time trying to catch the fox, and the chickens weren’t laying any eggs. I know that Mr. J. W. would be working on his farm and the chickens would be laying eggs if there wasn’t a fox. The fox was a problem for Mr. J. W.

- Remind students that they will continue to draw conclusions about the story as they read *Lon Po Po*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

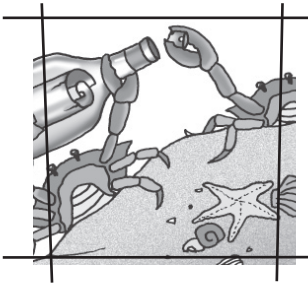
Student Edition, page 6

Team Talk
<p>1. What does the wolf do after the children tell him that their mother went to visit Lon Po Po? SQ </p> <p>2. What conclusion can you draw about why the wolf dresses like an old woman? DC </p> <p style="padding-left: 20px;">a. He wants to make the children laugh.</p> <p style="padding-left: 20px;">b. He wants to trick the children.</p> <p style="padding-left: 20px;">c. He wants to play with the children.</p> <p style="padding-left: 20px;">d. He wants to make the children cry.</p> <p>What clues helped you draw this conclusion? (Write-On)</p>

Team Talk *continued*

3. Do you think the wolf is a good character or a bad character? |CHI|
4. Why does the children's mother leave?
 - a. She doesn't like her children.
 - b. She leaves to visit their father.
 - c. She leaves to visit their grandmother.
 - d. She leaves to get food from town.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 5 aloud with partners.
pages 6–9 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What does the wolf do **after** the children tell him that their mother went to visit Lon Po Po? |SQ|

100 points = *After the children tell the wolf that their mother went to visit Lon Po Po, the wolf acts surprised. He tells the children that their mother must have taken a different route because he didn’t see her along the way. He pretends that he didn’t see her.* **90 points** = *After the children tell the wolf that their mother went to visit Lon Po Po, the wolf acts surprised. He says that their mother must have gone a different way.* **80 points** = *He acts surprised.*

2. What conclusion can you draw about why the wolf dresses like an old woman? |DC|

- a. He wants to make the children laugh.
- b. He wants to trick the children.
- c. He wants to play with the children.
- d. He wants to make the children cry.

What clues helped you draw this conclusion? (Write-On)

100 points = *The wolf dresses like an old woman to trick the children. He tells them that he is their grandmother. He wants to get into the house, but the children won’t let him in if he looks like a wolf.* **90 points** = *The wolf dresses like an old woman to trick the children.* **80 points** = *He wants to trick the children.*

3. Do you think the wolf is a good character or a bad character? |CH|

100 points = *I think the wolf is a bad character. He tries to trick the children by pretending to be their grandmother. A good character wouldn’t try to trick the children. A good character would tell the truth.* **90 points** = *I think the wolf is a bad character because he tries to trick the children. A good character would tell the truth.* **80 points** = *He is bad because he tries to trick the children.*

4. Why does the children’s mother leave?

- a. She doesn’t like her children.
- b. She leaves to visit their father.
- c. She leaves to visit their grandmother.
- d. She leaves to get food from town.

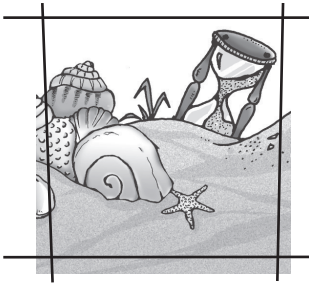
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Team Talk Extenders</td> <td> <p>Do you think the children will fall for the wolf’s trick? Why or why not?</p> <p>Why does the wolf have to act surprised and say he never saw the children’s mother?</p> <p>Which character in <i>Mufaro’s Beautiful Daughters</i> most closely matches the wolf’s personality? Support your answer.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Do you think the children will fall for the wolf’s trick? Why or why not?</p> <p>Why does the wolf have to act surprised and say he never saw the children’s mother?</p> <p>Which character in <i>Mufaro’s Beautiful Daughters</i> most closely matches the wolf’s personality? Support your answer.</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

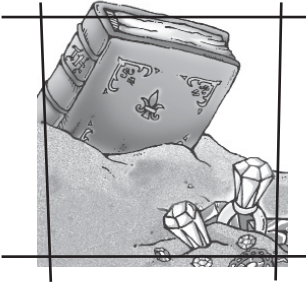
Pages 6–9 (paragraphs 1 and 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

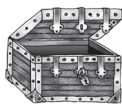
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension



- Read pages 10 and 11 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use a **Think Aloud** to model drawing a conclusion about what Fox wants from Flossie.

What does the story tell me about Fox? I read that Fox was sitting by the side of the road. The story also tells me that Fox was looking at the basket of eggs when he talked with Flossie. I read that Fox loved eggs and he'd do anything to get them. These clues from the story help me to conclude that Fox wanted the eggs Flossie was carrying. Fox was looking at the basket of eggs when he talked with Flossie, so I know that Fox wanted to take the eggs from her.

- Continue reading pages 13–16 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use a **Think Aloud** to model drawing a conclusion about why Fox wants Flossie to be afraid of him.

What can I learn from the story? I can learn that Fox was trying to find a way to scare Flossie. Flossie did not believe that he was a fox, so she was not afraid of him. I know that Fox wanted the eggs that Flossie was carrying in her basket. I can use these clues to draw the conclusion that Fox wanted to scare Flossie so she would give him the eggs.

- Remind students that they will continue to draw conclusions about the story as they read *Lon Po Po*.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does the wolf dress up like an old woman? Explain.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

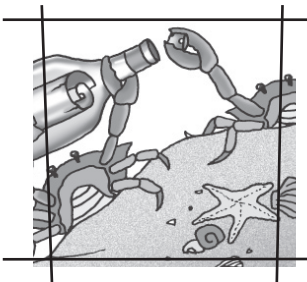
Student Edition, page 6

Team Talk

1. How are Tao and Paotze like Manyara in *Mufaro's Beautiful Daughters*? |CC|
2. What conclusion can you draw about why the wolf blows out the candle? |DC|
 - a. He is afraid of fire.
 - b. He does not like the light.
 - c. He thinks it is time for bed.
 - d. He doesn't want the children to see him.

What clues helped you draw this conclusion? (Write-On)

3. Why do you think the wolf tells the children that they are "plump" and "sweet"? |DC|
4. What does the wolf say when the children notice his tail and claws? |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 10 and 11 aloud with partners.
pages 12–15 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How are Tao and Paotze like Manyara in *Mufaro’s Beautiful Daughters*? |CC|

100 points = *Tao and Paotze are like Manyara in Mufaro’s Beautiful Daughters because they all disobey someone. Tao and Paotze disobey their mother and open the door to their house. They let the wolf into their house. Manyara disobeys the old woman in the woods. She laughs at the trees and is rude to the headless man.*

90 points = *Tao and Paotze are like Manyara in Mufaro’s Beautiful Daughters because they all disobey someone. Tao and Paotze disobey their mother and open the door. Manyara disobeys the old woman in the woods.*

80 points = *Tao and Paotze disobey their mother like Manyara disobeys the old woman in the woods.*

2. What conclusion can you draw about why the wolf blows out the candle? |DC|
 - a. He is afraid of fire.
 - b. He does not like the light.
 - c. He thinks it is time for bed.
 - d. He doesn’t want the children to see him.

What clues helped you draw this conclusion? (Write-On)

100 points = *The wolf blows out the candle because he does not want the children to see his face. The children would know that the wolf is not their grandmother. The children would be scared and try to get away from the wolf.*

90 points = *The wolf blows out the candle because he does not want the children to see his face. They would be scared and try to run away if they see his face.*

80 points = *They would know he is not their grandmother.*

3. Why do you think the wolf tells the children that they are “plump” and “sweet”? |DC|

100 points = *I think the wolf tells the children that they are “plump” and “sweet” because he wants to eat them. I know that the words plump and sweet are used when talking about different types of food. The wolf thinks of the children as food and that is why he uses these words.*

90 points = *I think the wolf tells the children that they are “plump” and “sweet” because he wants to eat them. These words usually describe food, which means the wolf thinks of the children as food.*

80 points = *He wants to eat the children.*

4. What does the wolf say when the children notice his tail and claws? |CL|

100 points = *The wolf tells the children that he has brought them hemp and an awl after they notice his tail and claws. He tries to make the children believe that he has brought things that are gifts for the children.*

90 points = *The wolf tells the children that he has brought them hemp and an awl after they notice his tail and claws.*

80 points = *He says that they are gifts.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

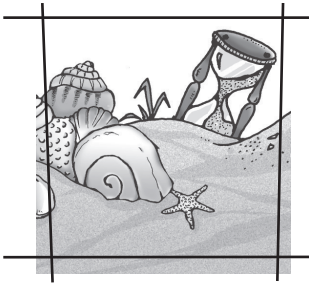
Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think Shang still thinks that the wolf is her grandmother? Why or why not?</p> <p>Predict if you think the wolf will actually eat the children, or if you think the children will get away. Support your prediction with details from the story.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think Shang still thinks that the wolf is her grandmother? Why or why not?</p> <p>Predict if you think the wolf will actually eat the children, or if you think the children will get away. Support your prediction with details from the story.</p>	
<ul style="list-style-type: none"> – Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

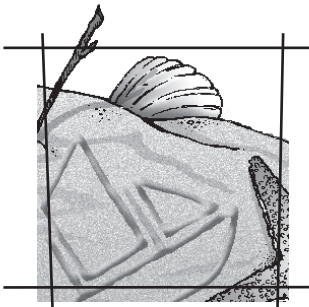
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 5

Page 12

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

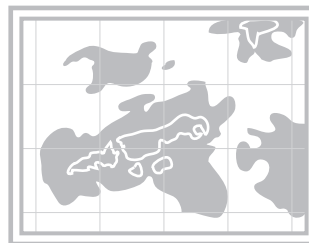


WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for dictionary skills.
- Display the dictionary map clue.

Blackline master provided.





- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary.

Teacher's Note: Students will refer to the sample dictionary pages for the Word Power activity.

Blackline master provided.

Student Edition, page 6

<p>chill chip</p> <p>china 1 NOUN. fine white pottery made of clay.</p> <p>China 1 NOUN. a large country in eastern Asia.</p>	<p>funnel fury</p> <p>furious 1 ADJECTIVE. very angry; full of extreme anger. 2 ADJECTIVE. very strong; powerful.</p> <p>furnish 1 VERB. to supply what is needed. 2 VERB. to get furniture for a house or office.</p>
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- Display the sample dictionary pages. Explain that dictionaries provide a lot of important information about words, such as the different meanings, or definitions, for words and how words are spelled.
- Point out that *furious* is a word from this cycle's vocabulary list and that it has more than one meaning, or definition. Display and read the following sentence.

Tim's dad was *furious* when Tim tracked mud into the house.

- Review the definitions provided for *furious*. Use **Think-Pair-Share** to ask students which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *Very angry; full of extreme anger.*
- Write "china," "furious," and "furnesh" (intentionally misspelled) on the board.

- Use **Think-Pair-Share** to ask students to check the dictionary entries to find out which word is misspelled. Randomly select a few students to share. *Furnish.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 7

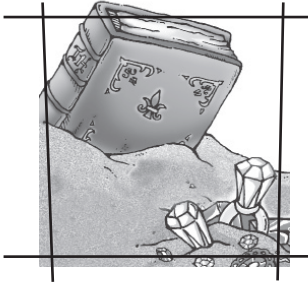
Skill Practice			
Use the sample dictionary pages to answer the following questions. Write the answers in your journal.			
1. What is the best definition of <i>furnish</i> as it is used in the following sentence? Ken bought a new chair to <u>furnish</u> his office. <i>To get furniture for a house or office.</i>			
2. Identify the misspelled word, and spell it correctly: furnish, furious, chine. <i>China.</i>			
Building Meaning			
country	latch	dusk	cunning
brittle	delighted	tumbled	furious
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Draw a picture to show your understanding of the word <i>latch</i> . <i>(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.</i>			



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

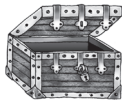
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Read pages 17–24 aloud, stopping to ask questions, make points, or focus students' attention as needed.



- Use a **Think Aloud** to model drawing the conclusion that Fox is upset that Flossie didn't believe he is a fox.

What can I learn from the text? I read that Flossie still did not believe Fox. He really wants her to believe him, but Flossie continues to say that he might be another animal. The author tells me that Fox cries like a baby and begs Flossie to believe him. What conclusion can I draw from this? I can draw the conclusion that Fox is upset. He is crying, which is a sign that someone is upset.

- Prompt students to give clues from the text that show Fox is upset.

What is a clue from the story that shows that Fox is upset? Wait for students' responses. Very good. The author says that Fox gasps when Flossie calls him a rat. Gasping is a sign that someone is shocked. What other clues from the story show that Fox is upset? Wait for students' responses. Yes. Fox howls and runs around in circles when Flossie says that he could be a cat. He also shouts and tells Flossie that it is absurd that she doesn't believe him. Shouting is a sign of being upset. In the story, howling and running around in circles is Fox's way of showing that he is upset. These are all clues that the author gives to show that Fox is upset.

- Remind students that they will continue to draw conclusions about the story as they read *Lon Po Po*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



Why does the wolf blow out the candles? Explain.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

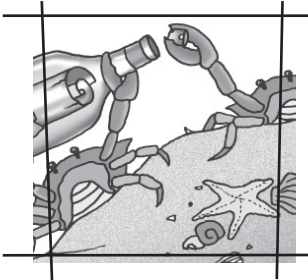
Student Edition, page 7

Team Talk

1. What does Shang tell the wolf is soft and tender?
 - a. pine nuts
 - b. bread
 - c. gingko nuts
 - d. cake
2. Why does the wolf want the gingko nuts? |CE|
3. What conclusion can you draw about why Shang takes her sisters up into the tree? |DC|
 - a. She has a plan to trick the wolf.
 - b. They all love gingko nuts.
 - c. They are not ready to go to sleep.
 - d. They want to play a game in the tree.

What clues helped you draw this conclusion? (Write-On)

4. The author calls Shang the cleverest of the girls. Nyasha calls Manyara clever in *Mufaro's Beautiful Daughters*. What in the stories shows that Shang and Manyara are clever? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 pages 16 and 17 aloud with partners.
 pages 18 and 19 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What does Shang tell the wolf is soft and tender?

- a. pine nuts
- b. bread
- c. *gingko nuts*
- d. cake

2. Why does the wolf want the gingko nuts? |CE|

100 points = *The wolf wants the gingko nuts because Shang tells him that he will live forever if he eats even one. She also tells him that they are soft and tender. The wolf really wants to live forever, so he is willing to do anything to get the nuts.* **90 points** = *The wolf wants the gingko nuts because Shang told tells that he will live forever if he eats even one. The wolf wants to live forever, so he will do anything to get the nuts.* **80 points** = *Shang tells him that he will live forever.*

3. What conclusion can you draw about why Shang takes her sisters up into the tree? |DC|

- a. *She has a plan to trick the wolf.*
- b. They all love gingko nuts.
- c. They are not ready to go to sleep.
- d. They want to play a game in the tree.

What clues helped you draw this conclusion? (Write-On)

100 points = *Shang takes her sisters up into the tree because she sees the wolf. Shang tells her sisters about the wolf, and then she lies to the wolf about eating gingko nuts. She tells the wolf that he must pluck the nuts from the tree himself. Shang wants to save her sisters from the wolf, so she plans to trick him.* **90 points** = *Shang takes her sisters up into the tree because she sees the wolf. She lies to the wolf about the gingko nuts because she wants to trick him and save her sisters.* **80 points** = *She sees the wolf and wants to trick him to save her sisters.*

Team Talk *continued*

4. The author calls Shang the cleverest of the girls. Nyasha calls Manyara clever in *Mufaro's Beautiful Daughters*. What in the stories shows that Shang and Manyara are clever? |CE|

100 points = *Shang is clever because she creates a plan to trick the wolf. She uses the ginkgo nuts to trick the wolf and help her save her sisters.*

Manyara is clever because she leaves for the king's castle before Nyasha does. She wants the king to see her first. She thinks he will marry her as soon as he sees her.

90 points = *Shang is clever because she creates a plan to trick the wolf. She uses the ginkgo nuts to trick him. Manyara is clever because she leaves for the king's castle before Nyasha does. She thinks the king will marry her as soon as he sees her.*

80 points = *Shang is clever because she tricks the wolf. Manyara is clever because she leaves for the king's castle before Nyasha does.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

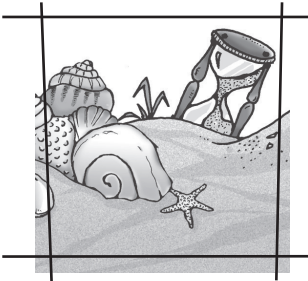
- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders	Do you think the wolf will fall for Shang's trick? Why or why not?
	Shang is trying to save her sisters. What does this show about Shang's character?
	The wolf wants to live forever. What does this show about the wolf's character?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

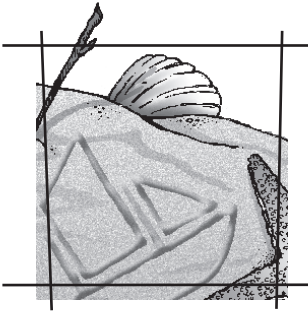
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 5

Page 12 or 17

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

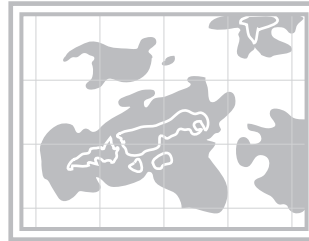


WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).

Blackline master provided.



- Use **Think-Pair-Share** to have students tell what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meaning, correct spelling.*

Teacher’s Note: Students will refer to the sample dictionary pages for the Word Power activity.

Blackline master provided.

Student Edition, page 8

mew mid	principle private
<p>Mexico</p> <p>1 NOUN. a country just south of the United States.</p> <p>microwave</p> <p>1 NOUN. an electromagnetic wave.</p> <p>2 NOUN. an oven that uses electromagnetic waves to cook food.</p>	<p>print</p> <p>1 VERB. to use a machine to make copies of words or pictures.</p> <p>2 NOUN. the words and pictures appearing on paper.</p> <p>3 VERB. to write letters without connecting them.</p>

- Display the sample dictionary pages.
- Explain that dictionaries also provide information on capitalization. Use **Think-Pair-Share** to have students tell which word from the sample pages is capitalized. Randomly select a few students to share. *Mexico.*

- Display and read the following sentence.

Mr. Hamilton told his students to print their names on top of their paper.

- Use **Think-Pair-Share** to have students tell which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *To write letters without connecting them.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 8

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *microwave* as it is used in the following sentence?
He used a microwave to heat up his lunch.
An oven that uses electromagnetic waves to cook food.
2. Correct the mistakes in this sentence:
Tara went to the computer lab to prent her paper on mexico.
*Tara went to the computer lab to **print** her paper on **Mexico**.*

Building Meaning

country	latch	dusk	cunning
brittle	delighted	tumbled	furious

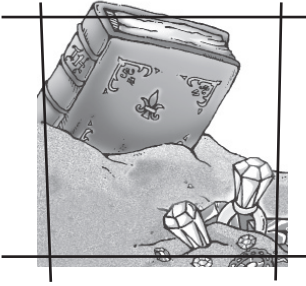
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Which of the following is most likely found in the country?
 - a. a big mall
 - b. an office building
 - c. a traffic jam
 - d. a cow



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

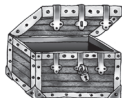
Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.



Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Listening Comprehension

- Read pages 25–31 aloud, stopping to ask questions, make points, or focus students’ attention as needed.



- Summarize what happened in the story. Use **Think-Pair-Share** to have students draw a conclusion about Flossie and Fox. Remind them to use details from the story to support their answer.

The author says Fox runs away from one of J. W.'s dogs at the end of the story. Flossie made it to McCutchin Quarters safely with all the eggs. She tells Fox that it doesn't matter if she thinks he is a fox and smiles. Can you draw any conclusions from this information? Work together with your partners to draw a conclusion about Flossie and Fox.

- Randomly select a few students share their conclusions about Flossie and Fox.

Now that you've talked with your partner, what conclusion can you draw about Flossie and Fox? Wait for students' responses. **That's right. Flossie tricks Fox. How can you tell Flossie tricks Fox?** Wait for students' responses. **Yes. Flossie smiles when she tells Fox that it doesn't matter if she believes that he is a fox. Are there any other clues that helped you figure out that Flossie tricks Fox?** Wait for students' responses. **Good. Flossie says, "I know, I know," when Fox tells her that he is a fox one last time.**

- Prompt students to draw a conclusion about why Flossie tricks Fox.

I want you to draw a conclusion about why Flossie needs to trick Fox. Wait for students' responses. **That's right. Flossie needs to trick Fox because he wants the eggs she is carrying. What clues helped you draw that conclusion?** Wait for students' responses. **Good. Flossie needs to keep Fox busy as she makes her way to McCutchin Quarters. How does keeping Fox busy help Flossie?** Wait for students' responses. **Yes. Flossie keeps Fox busy so he will forget about stealing the eggs. Fox is so upset when Flossie doesn't believe him that he only wants to prove to Flossie that he is a fox. Flossie keeps Fox away from the eggs by tricking him until she makes it to McCutchin Quarters.**

- Remind students that they will continue to draw conclusions about the story as they read *Lon Po Po*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does the wolf want the gingko nuts?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

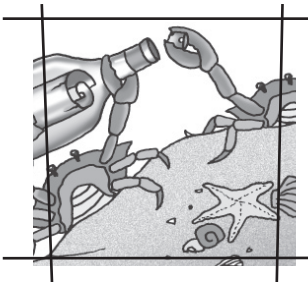
Student Edition, page 9

Team Talk

1. What is Shang's plan? |PS|
2. Why do the children pretend to be weak? |CE|
3. What conclusion can you draw about why Shang's trick works? |DC|
 - a. The wolf really wants the gingko nuts.
 - b. The wolf has never been tricked.
 - c. The wolf runs away.
 - d. The wolf is not smart.

What clues helped you to draw this conclusion? (Write-On)

4. The wolf becomes very angry because— |CE|
 - a. he finds out the children are tricking him.
 - b. the children keep dropping the basket.
 - c. he isn't able to climb up into the tree.
 - d. the children are eating all the gingko nuts.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 20 and 21 aloud with partners.
pages 22–25 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk	
1.	<p>What is Shang’s plan? PS </p> <p>100 points = <i>Shang’s plan is to lift the wolf in a basket and drop him many times. She hopes to hurt him more and more by lifting him higher each time and dropping him. They can run away from him if he is hurt.</i></p> <p>90 points = <i>Shang’s plan is to lift the wolf in a basket and drop him many times. She hopes to hurt him so they can run away from him.</i></p> <p>80 points = <i>Her plan is to hurt the wolf by dropping him many times.</i></p>
2.	<p>Why do the children pretend to be weak? CE </p> <p>100 points = <i>The children pretend to be weak so they will have an excuse for dropping the basket. They don’t want the wolf to know that they are dropping the basket on purpose. Shang’s plan won’t work if the wolf knows they are dropping the basket on purpose.</i></p> <p>90 points = <i>The children pretend to be weak so they will have an excuse for dropping the basket. They don’t want the wolf to know that they are dropping the basket on purpose.</i></p> <p>80 points = <i>They pretend so they will have an excuse for dropping the basket.</i></p>
3.	<p>What conclusion can you draw about why Shang’s trick works? DC </p> <p>a. <i>The wolf really wants the gingko nuts.</i></p> <p>b. <i>The wolf has never been tricked.</i></p> <p>c. <i>The wolf runs away.</i></p> <p>d. <i>The wolf is not smart.</i></p> <p>What clues helped you to draw this conclusion? (Write-On)</p> <p>100 points = <i>Shang’s trick works because the wolf continues to get into the basket because he really wants to get the gingko nuts. The wolf does not think about the children. He only thinks about tasting a gingko nut and living forever.</i></p> <p>90 points = <i>Shang’s trick works because the wolf continues to get into the basket because he really wants to get the gingko nuts and live forever.</i></p> <p>80 points = <i>He really wants to live forever.</i></p>

Team Talk *continued*

4. The wolf becomes very angry because— ICEI
 - a. he finds out the children are tricking him.
 - b. *the children keep dropping the basket.*
 - c. he isn't able to climb up into the tree.
 - d. the children are eating all the gingko nuts.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

Have you ever wanted something as much as the wolf wants the gingko nuts? Explain.

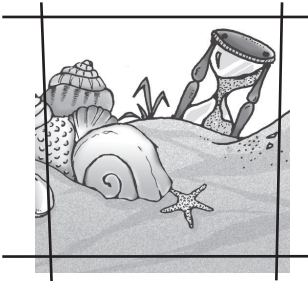
Shang's sisters believe Shang about the wolf. What does this show about Shang's sisters?

The wolf uses a disguise to trick the children into trusting him in *Lon Po Po*. How does the king use disguises to trick Manyara in *Mufaro's Beautiful Daughters*?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

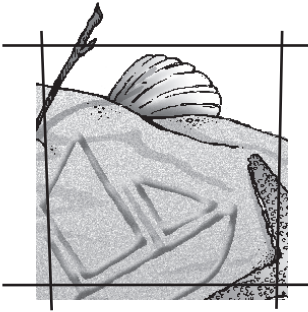
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 9

Page 12, 17, or 20

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students tell what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meaning, correct spelling, and capitalization.*

Teacher’s Note: Students will refer to the sample dictionary page for the Word Power activity.

Preparation: Display the Word Power Challenge.

Word Power Challenge

freeze

French

Blackline master provided.
Student Edition, page 9

freedom | frenzy

freeze

- 1 VERB. to get hard from cold.
- 2 NOUN. a time during which there is freezing weather.

French

- 1 ADJECTIVE. of or about France, its people, or language.
- 2 NOUN. the language of France.

- Direct students’ attention to the Word Power Challenge. Use **Think-Pair-Share** to have students make up sentences using the second definition for *freeze*. Randomly select a few students to share. *Answers will vary.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 9 and 10

Skill Practice

Use the sample dictionary page to answer the following questions. Write the answers in your journal.

1. Correct the mistakes in this sentence:
Hank loved speaking frinch during his vacation.
*Hank loved speaking **French** during his vacation.*
2. What is the best definition of *freeze* as it is used in the following sentence?
All the oranges in the orchard died during the big freeze.
A time during which there is freezing weather.

Building Meaning

country	latch	dusk	cunning
brittle	delighted	tumbled	furious

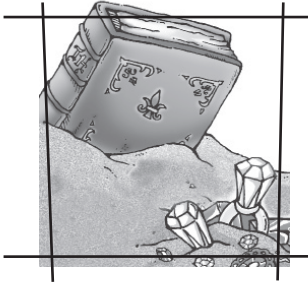
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Which of the following is most likely not found in the country?
 - a. lots of fields
 - b. a herd of goats
 - c. *a factory*
 - d. a tractor



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



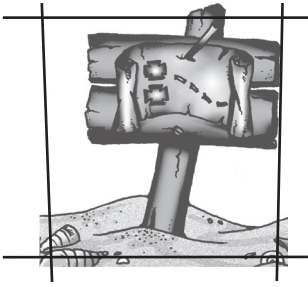
In yesterday's reading, we read about Shang's plan to escape from the wolf. Today we will find out if Shang can successfully escape from the wolf.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

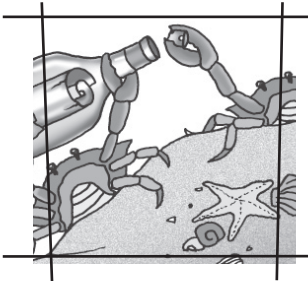
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #4 ask about drawing conclusions.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

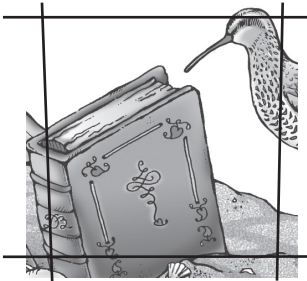
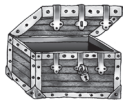
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

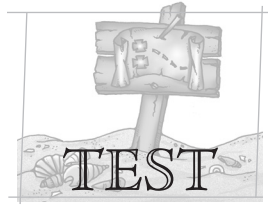


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 26–31 of *Lon Po Po*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Why does the wolf blow out the candle? |CE|

20 points = *The wolf blows out the candle so the children can't tell that he is a wolf. He wants them to think he is their grandmother so he can eat them. He doesn't want them to run away.* **15 points** = *The wolf blows out the candle so the children can't tell that he is a wolf. He wants them to think he is their grandmother so he can eat them later.* **10 points** = *He doesn't want the children to know he is a wolf.*

20 points

2. What conclusion can you draw about why the wolf pretends to be the children's grandmother? What clues helped you draw this conclusion? |DC|

20 points = *The wolf pretends to be the children's grandmother so he can trick the children. He wants them to trust him and let him into their house. They won't let him into the house if he looks like a wolf.* **15 points** = *The wolf pretends to be the children's grandmother so he can trick the children. He wants them to trust him so they will let him into their house.* **10 points** = *He wants to trick the children so he can get into their house.*

10 points

3. The children continually drop the basket—
- to make the wolf believe they like him.
 - to play a mean game with the wolf.
 - so the wolf will think it was an accident.
 - to laugh at the wolf and make him angry.

30 points

4. What conclusion can you draw about why Shang coughs when she drops the rope? |DC|

- She thinks it is funny.
- She doesn't want the wolf to know her plan.
- She is choking on a ginkgo nut.
- She is really sick and weak.

What clues helped you draw this conclusion?

20 points = *Shang coughs because she doesn't want the wolf to think that she drops the rope on purpose. The wolf will hear her cough, and he will think that Shang cannot hold the rope because she is coughing. He won't know it is part of her plan.* **15 points** = *Shang doesn't want the wolf to think that she drops the rope on purpose. She coughs so he won't know it is her plan.* **10 points** = *She doesn't want him to think it is on purpose.*

20 points

5. Why did the children say, “Po Po,” when the wolf falls? |CE|

20 points = *The children say, “Po Po,” after the wolf falls because they want to see if the wolf is really dead. They call their grandmother’s name because they want the wolf to think that they still think he is their grandmother. They want to make sure he is dead before they climb out of the tree.* **15 points =** *The children say, “Po Po,” after the wolf falls because they want to see if the wolf is really dead. They want the wolf to believe that they still think he is their grandmother.* **10 points =** *The children want to see if the wolf is really dead.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Use the sample dictionary page to answer the following questions. Write the answers on your paper.

amazing | amid

Amazon
1 NOUN. a big river in South America.

amber
1 NOUN. a hard, clear, or yellowish material used in making jewelry.
2 ADJECTIVE. a yellowish-brown color.

amend
1 VERB. to change for the better.

5 points

1. What is the best definition of *amber* as it is used in the following sentence?

My dog has beautiful amber eyes.

A yellowish-brown color.

5 points

2. Correct the mistakes in this sentence:

They floated down the amazone on a big raft.

*They floated down the **Amazon** on a big raft.*

5 points

3. What is the best definition of *amber* as it is used in the following sentence?

Tina made a necklace using amber.

A hard, clear, or yellowish material used in making jewelry.

5 points

4. Identify the misspelled word, and spell it correctly:

amind, amber, Amazon.

Amend.

Building Meaning

country	latch	dusk	cunning
brittle	delighted	tumbled	furious

10 points

5. Write a meaningful sentence for the word *dusk*.

10 points = When Henry rides his bike at dusk, he is very careful and wears reflective clothing so he is visible. **5 points** = When Henry rides his bike at dusk, he is very careful. **1 point** = Henry rides his bike at dusk.

10 points

6. Anya likes living in the city because she thinks life in the country is too boring.

10 points

7. Alicia was furious when her sister took her favorite shirt without asking first.

Furious means—

- calm.
- joyful.
- fearful.
- angry.

10 points

8. The snow was so heavy that it tumbled off the roof into a big pile. *Tumbled* means—

- rose.
- fell.
- tore.
- flew.

10 points

9. The dried flower was so brittle that it fell apart as soon as Neil tried to pick it up.

10 points

10. Kenny was delighted when he finally saved enough money to buy the bike he had always wanted. *Delighted* means—

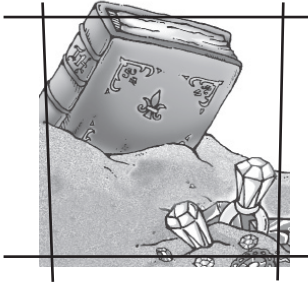
- pleased.
- rushed.
- prideful.
- fearful.

10 points

11. Zeke's father asked him to latch the door so the dog could not get out.

10 points

12. Beth read a story about a cunning little girl who tricked people into giving her candy by pretending to cry.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a story to tell friends about a wolf that is a good character. You read *Lon Po Po*, which is the Chinese version of *Little Red Riding Hood*. This story shows the wolf as a bad character.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a story, by telling students that today, their stories will focus on describing a character.

The stories you write today will focus on describing and telling about a character. Characters are important to stories. They perform all the action in a story. Characters can be good, bad, sad, kind, or funny. Your story will focus on giving a character a new image.

- Display the following story. Read the story aloud to students.

Blackline master provided.

Henny Penny

Henny Penny always worried about things. She worried about the weather. She worried about finding enough food. She worried about her feathers. Other animals made fun of her. They said she would probably worry that the sky was falling if an acorn fell on her head.

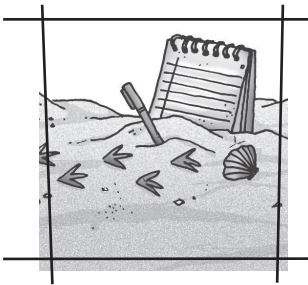
Henny Penny knew the others made fun of her, but she could not stop worrying. Her worrying was helpful sometimes! She warned Mrs. Duck that the pond would dry up in the hot weather. She told Mrs. Duck to take her ducklings there soon to teach them to swim. Mrs. Duck did, and she was lucky! The next day, the pond was dry. The ducklings would never have learned to swim without Henny Penny's worrying!

(continued on next page)

Mrs. Duck was very thankful for Henny Penny's warning. She told Henny Penny to keep worrying for her. The other animals saw how Henny Penny helped Mrs. Duck. They all paid attention to Henny Penny's warnings after that.



- Use **Think-Pair-Share** to ask students how the beginning of the story describes Henny Penny. *Henny Penny worries a lot. She worries about everything.*
- Use **Think-Pair-Share** to ask students how Henny Penny's character gets a new image in the story. *Henny Penny's worrying helps Mrs. Duck. She warns Mrs. Duck about the pond drying up. Mrs. Duck is thankful to Henny Penny. The other animals see her worrying as helpful too.*
- Tell students that they will write stories that give wolves a new personality that is not tricky or dangerous.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today that you will write a story that tells about a good wolf character. Wolves are tricky and dangerous characters in many stories, such as *The Three Little Pigs* and *Little Red Riding Hood*. How will you make a wolf likable in a story?



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page 10

Writing Prompt

Some stories really give wolves a bad reputation! Let's change that by writing a story for a friend that describes a wolf as the good guy. First, write an introduction that describes your wolf. Next, tell three good things your wolf has done. Finish your story with a good conclusion. Make sure your story is written in complete sentences.

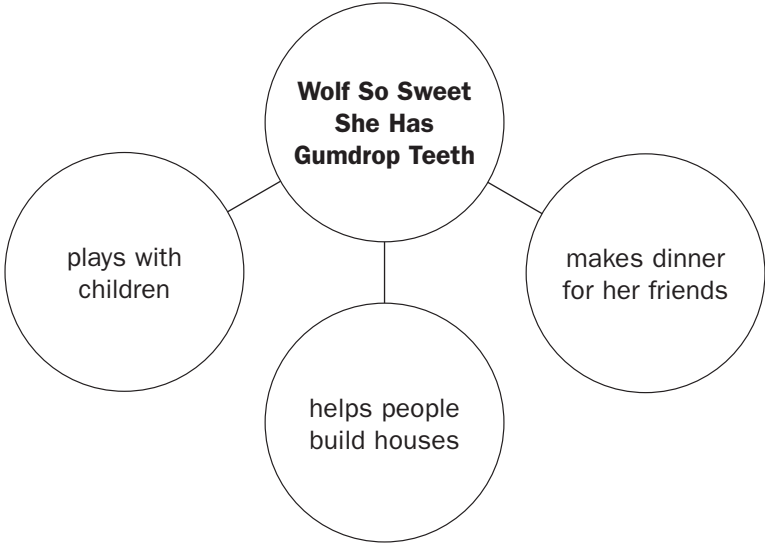
Scoring Guide	
The story is about a nice wolf character and is written for a friend.	25 points
The story describes the wolf.	20 points
The story tells at least three good things the wolf does.	15 points each (45 points maximum)
The story has a good conclusion.	5 points
The story is written in complete sentences.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our stories.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students that they should check their writing for transition words. Point out that transition words can make their writing stronger.

When you edit your stories, you should check that you have used transition words correctly. Transition words are words like *and*, *but*, *or*, *first*, *second*, and *finally*. They are words that help join sentences. They also help you move from one idea to another in a story. The word *and* means in addition to, so you use it when you are adding a thought to a sentence. The word *but* means except, and you use it if you are adding a thought that is the opposite of what comes before it. The word *or* means you are adding a thought, but it is different. The words *first*, *second*, and *finally* all help you keep events in order.

- Display the following story from the graphic organizer. Read the story aloud to students.

Blackline master provided.

Sugar the Wolf

Sugar the Wolf was as sweet as candy. She never hurt a fly. All the stories she read about wolves made them seem mean and tricky. Sugar never acted that way. She wanted to prove to everyone that she was good and kind.

Sugar decided to help people in her town. First, she helped build houses. She knew what the wolf did in *The Three Little Pigs*. She wanted to build houses instead of knock them down. Next, Sugar played with little children at the park. She wanted to show that some wolves do not want to hurt kids. Sugar invited her neighbors over for dinner. She knew there were stories about wolves eating people. Sugar did not want to eat anyone! She wanted to show off how well she cooked.

The townspeople all thought wolves could be kind after watching Sugar. She showed that not all wolves were mean and tricky. Some could be kind, helpful, and generous to others! Wouldn't you like to meet a wolf like Sugar?



- Use a **Think Aloud** to model identifying a place where a transition word would help your writing.

I like my story, but I think I could use some transition words to help make my writing better. In the first paragraph, I see the sentences, “All the stories she read about wolves made them seem mean and tricky. Sugar never acted that way.” I think I can use a transition word here. These are two complete sentences, but I can join them. I see that the first sentence gives one thought, and the second gives a thought that is the opposite. I can use the word *but* to join them. I can write, “All the stories she read about wolves made them seem mean and tricky, but Sugar never acted that way.” That sounds better than the two sentences by themselves.



- Use **Random Reporter** to ask students about using transition words in other parts of the story.

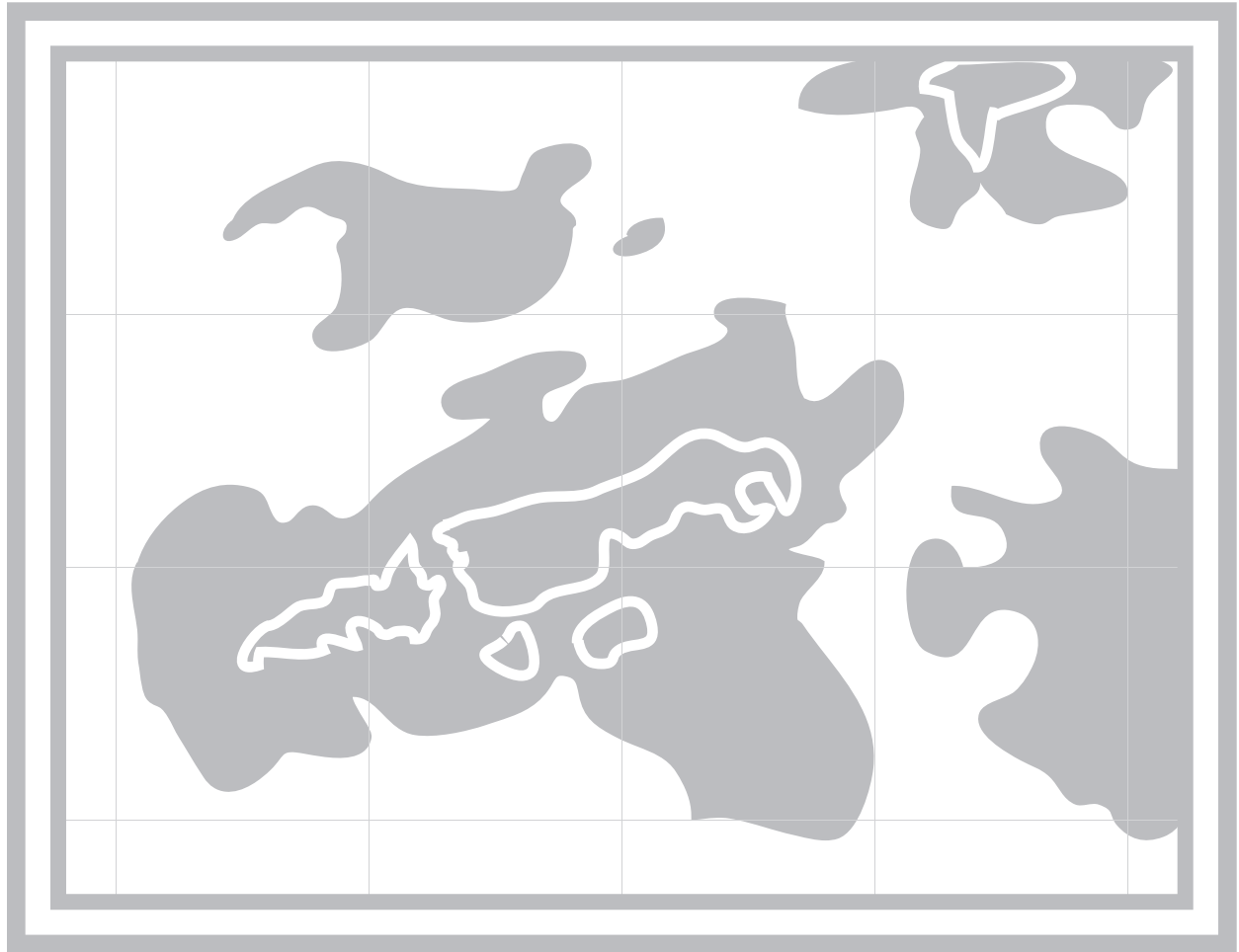
Is there anywhere else I can use transition words in my story? I see that I began some sentences with the words *first* and *next*. Those are transition words. They each begin a new thought about what Sugar does to help people in town. What about the sentence, “Sugar invited her neighbors over for dinner”? That begins a new thought, but it does not have a transition word. It could use one. If I read ahead, I see this is the last thing Sugar does to help others in town. What transition word would be good here? Finally, last, or third *would be good here*. You are right! I should add a word like *finally* to help make the sentence flow better in the story. Thank you!

- Tell students that as they edit their work, they should check to see if they have used transition words correctly, or if there is any place they could use transition words in their writing.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



chill | chip**china**

1 NOUN. fine white pottery made of clay.

China

1 NOUN. a large country in eastern Asia.

funnel | fury**furious**

1 ADJECTIVE.
very angry; full of extreme anger.

2 ADJECTIVE. very strong; powerful.

furnish

1 VERB. to supply what is needed.

2 VERB. to get furniture for a house or office.

mew | mid

Mexico

1 NOUN. a country just south of the United States.

microwave

- 1** NOUN. an electromagnetic wave.
- 2** NOUN. an oven that uses electromagnetic waves to cook food.

principle | private

print

- 1** VERB. to use a machine to make copies of words or pictures.
- 2** NOUN. the words and pictures appearing on paper.
- 3** VERB. to write letters without connecting them.

freedom | frenzy**freeze**

- 1 VERB.** to get hard from cold.
- 2 NOUN.** a time during which there is freezing weather.

French

- 1 ADJECTIVE.** of or about France, its people, or language.
- 2 NOUN.** the language of France.

Henny Penny

Henny Penny always worried about things. She worried about the weather. She worried about finding enough food. She worried about her feathers. Other animals made fun of her. They said she would probably worry that the sky was falling if an acorn fell on her head.

Henny Penny knew the others made fun of her, but she could not stop worrying. Her worrying was helpful sometimes! She warned Mrs. Duck that the pond would dry up in the hot weather. She told Mrs. Duck to take her ducklings there soon to teach them to swim. Mrs. Duck did, and she was lucky! The next day, the pond was dry. The ducklings would never have learned to swim without Henny Penny's worrying!

Mrs. Duck was very thankful for Henny Penny's warning. She told Henny Penny to keep worrying for her. The other animals saw how Henny Penny helped Mrs. Duck. They all paid attention to Henny Penny's warnings after that.

Sugar the Wolf

Sugar the Wolf was as sweet as candy. She never hurt a fly. All the stories she read about wolves made them seem mean and tricky. Sugar never acted that way. She wanted to prove to everyone that she was good and kind.

Sugar decided to help people in her town. First, she helped build houses. She knew what the wolf did in *The Three Little Pigs*. She wanted to build houses instead of knock them down. Next, Sugar played with little children at the park. She wanted to show that some wolves do not want to hurt kids. Sugar invited her neighbors over for dinner. She knew there were stories about wolves eating people. Sugar did not want to eat anyone! She wanted to show off how well she cooked.

The townspeople all thought wolves could be kind after watching Sugar. She showed that not all wolves were mean and tricky. Some could be kind, helpful, and generous to others! Wouldn't you like to meet a wolf like Sugar?

Story Map



Title: Lon Po Po

Characters:

Shang
Tao
Paotze
Wolf
Mother
Grandmother

Setting:

Where: China

When: Grandmother's birthday

Problem:

The wolf is trying to trick and eat the three children.

Event: Mother leaves the three children at home while she visits the grandmother.

Event: The wolf pretends to be Po Po, tricking the children.

Event: The children notice Po Po is really a wolf.

Event: The children bait the wolf with promises of ginkgo nuts. The children pull the wolf up the tree in a basket and drop him several times until the wolf dies.

Event: Mother comes home with baskets of food from the real Po Po.

Solution:

The children lift and drop the wolf in a basket. The wolf is killed.

Story Map



Title: *Flossie and the Fox*

Characters:

Flossie
Big Mama
Fox
Cat
Mr. McCutchin's hound
Miz Viola

Setting:

Where: *The woods*

When:

Problem:

Flossie has to deliver eggs to Miz Viola, but the fox finds her in the woods.

Event: *Big Mama tells Flossie to take some eggs to Miz Viola.*

Event: *Flossie meets Fox in the woods but tells him she doesn't believe he's a fox.*

Event: *Fox shows Flossie his long nose, but she says rats have long noses and calls him a rat.*

Event: *Cat tells Flossie that Fox is a real fox, but she still says she doesn't believe it.*

Event: *Fox is upset and follows Flossie all the way to the McCutchin place begging her to believe him.*

Solution:

Flossie tricks Fox into not stealing her eggs until she gets close enough to the McCutchin house for the hounds to chase him away. She knows he is a fox the whole time.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>Lon Po Po</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
English Language Arts Standards: <i>Language</i>
Vocabulary Acquisition and Use L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.